Abstracts

July 7th-8th, 2023

University Forum (FIW), Heussallee 18-24, 53113 Bonn

Twelfth Bonn Applied English Linguistics Conference (BAELc12)

Friday, 07 June 2023		
10:00 - 10:50	Registration	
10:50	Elisabeth Reber	Conference opening
Chair: Elisabeth Reber		
11:00 - 12:00	Keynote lecture by **Elizabeth Stokoe** "Why categories in social interaction matter, from research to impact"	
12:00 - 12:30	Youssef Babakhouya	English for medical purposes: the case of Korean cosmetic surgeons
12:30 - 14:00	Lunch break	
Chair: Hanna Bruns		
14:00 - 14:30	Lara Putensen	"Are you guys done? Can I have my time back [?]" – Impoliteness in the US American Dating Reality Television Show *The Bachelor* and *The Bachelorette*
14:30 - 15:00	Laura Singendonk	Translation of Culture-specific Terms from German into English in Audiovisual Media An Analysis of Translation Strategies in Netflix' Dark
15:00 - 15:30	Coffee break	

Chair: Lisa Altendorf		
15:30 - 16:00	Chiara Hoheisel	How Language Influences Understanding and Acceptance: The Case of Polyamory
16:00 - 16:30	Svenja Kranich, Hanna Bruns, Thomas Esser, Ragnhild Hinderling, & Lisa Lubomierski	"It is a part of who I am" - Queer identity construction in online discourse
16:30 - 17:00	Johanna Wrede	Gender and Prescriptivism: Attitudes of German L2 speakers of English towards singular *they*

19:00	Conference dinner at Pizzeria & Restaurant „Datchie" Friedrichstraße 34, 53111 Bonn

Saturday, 08 June 2023

Chair: Svenja Kranich		
09:00- 10:00		Keynote lecture by **Jo Angouri** Multilingualism and diversity in Higher Education: ideals, policy discourse and interactional practice- unpacking the disconnect/s
10:00 – 10:30	Rahel Biley	Educational Approaches to Intercultural Business Communication: Comparing cultural influence in Chinese and American study programs

10:30-12:00	Coffee break + Poster session	
Chair: Hanna Bruns		
12:00-12:30	Ariane Vosseler	Facework and modality in speeches on COVID-19 by Joe Biden and Boris Johnson
12:30-13:00	Ashley Hyun	"Why do you talk like that?" – A study on the impact of foreign accents on employability through an examination of different language attitudes in professional gatekeeping context
13:00-13:30	Corinna Schrömges	'Our conditions in Africa derive unique approaches to everything': A Critical Discourse Analysis on post- and neo-colonial discourses in advertisements and reviews of volunteer teaching placements in the Global South
13:30-15:00	Lunch break	
Chair: Lisa Altendorf		
15:00-15:30	Silvia Fischer	A comparative genre analysis: Investigating the move structure in German and Spanish letters to shareholders
15:30-16:00	John Terry Dundon	When multilingual litigants encounter monolingual ideologies in U.S. judicial opinions
16:00	Svenja Kranich	Conference closing

Friday, 07 June 2023 | 11:00 – 12:00

Keynote

Elizabeth Stokoe
(London, UK)

"Why categories in social interaction matter, from research to impact"

In this lecture, I will focus on developments, applications, and real-world impacts of conversation analytic work on categories in social interaction. From communication campaigns and training to the development of conversational technologies, I will show how conversation analysts are assembling a systematics for exposing that and how categories and categorial phenomena work in social interaction and texts of all kinds.

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Friday, 07 June 2023 | 14:00 – 14:30

"Are you guys done? Can I have my time back [?]" – Impoliteness in the US American Dating Reality Television Show The Bachelor and The Bachelorette

Lara Putensen

Lara Putensen (she/her) has finished her bachelor's degree in English Studies and is now pursuing her master's degree in Applied Linguistics, both at the University of Bonn. Meanwhile, she is working as a tutor and student assistant at the LETS chair of Prof. Kranich. Her recent work was mainly focused on variational pragmatics and (im)politeness theories. Further research interests include Computer-Mediated Communication and Intercultural Communication.

One of the arguably most popular reality television dating shows in the US is *The Bachelor* with its many spinoffs, claiming a success that is internationally visible. However, it is also widely criticised, mainly for its blatant portrayal of gender stereotypes and impolite behaviour. Due to impoliteness being a relatively young field of scientific research, applications onto real-life data of theoretically developed models are lacking. My bachelor's thesis aimed at closing this gap with the exploration of the reality television show *The Bachelor* and its spin-off *The Bachelorette* by investigating how impoliteness, in terms of impoliteness strategies, responses, and functions, is realised and if differences between both seasons and sexes are discernible.

For this purpose, seasons 25 of *The Bachelor* and 18 of *The Bachelorette* were selected, both airing in 2021, with a total of 69 male and female cast members. Season 25 consists of 12 episodes, season 18 of 11 episodes. Each episode is 1.5 hours long in average.

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Almost 30 hours of TV show material were attentively watched and scanned multiple times for interactions containing (un)intended and perceived impoliteness among contestants and/or the bachelor/ette. The extracted instances of impoliteness were coded according to Culpeper's model of impoliteness (1996, 2005), combined with Culpeper et al.'s (2003) and Bousfield's (2008) classification of impoliteness responses.

Findings show that a broad array of impoliteness strategies and responses are present in both seasons, with negative impoliteness (e.g. interrupting someone) being the most prevalent strategy. Significant differences between the seasons and the sexes were found in the frequency of positive impoliteness strategies. For example, female contestants disassociate from other participants significantly more frequently than male contestants, while male contestants, in turn, use taboo words significantly more frequently. Additionally, one impoliteness exchange between a male contestant and the bachelorette featured gender stereotypes. Surprisingly, results also show that the most common impoliteness functions investigated are affective and coercive impoliteness, as opposed to an expected entertaining function for a reality show.

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Friday, 07 June 2023 | 14:30 – 15:00

Translation of Culture-specific Terms from German into English in Audiovisual Media
An Analysis of Translation Strategies in Netflix' Dark

Laura Singendonk

My name is Laura Singendonk and I am attending the master in Applied Linguistics in Bonn. I graduated from the University of Liverpool with a BA in English Language and Classical studies. My personal research interests include social media and sociolinguistics and I like working with corpora.

When translating, there are certain things a translator has to be aware of, one of them is so-called 'Culturemes' or culture-bound terms. These are phenomena/concepts that only exist in one of the cultures of the two cultures compared (Vermeer in Nord 1997: 34). Kwieciński (2001: 757) proposes four different ways a translator can deal with these:

- exoticising procedures in which the foreign term is kept the same in the target language
- rich explicatory procedures where the translator gives extra terms to give further context
- recognised exoticisation where the translator can rely on an already accepted translation

- assimilative procedure in which the translator uses a functionally close equivalent term or even omits it if not deemed necessary

This study investigates the way the dub of the Netflix TV show *Dark* has translated terms bound to German culture meaning any instance in which a term is unique to German culture in a way that could pose a struggle for the translator. An example is in the first episode, with an instance where the saying: 'Das hier ist Winden. Hier sagen sich Fuchs und Hase 'Gute Nacht' (Literally: This is Winden. Here, fox and hare say 'good night' to each other) is translated in the dub as 'This is Winden. Nothing like that ever happens here.' This is an example of assimilative procedure; the idiom is not translated as an idiom but, instead, the dub tries to convey the meaning without it.

The data is taken from all three seasons of the show and categorises how the translator handled culturemes into the aforementioned four categories. After doing so, the study looks into possible reasons for the procedure chosen and whether the chosen translation impedes or changes the original meaning in any way. Additionally, potential connections between frequencies of culturemes and their translations in regards to different circumstances of the data (e.g., the plot) is investigated. It can be assumed that the most common procedure is the assimilative procedure as it is the one that is most versatile.

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Friday, 07 June 2023 | 15:30 – 16:00

How Language Influences Understanding and Acceptance: The Case of Polyamory

Chiara Hoheisel

Chiara Hoheisel has completed her bachelor's degree with honours in Literature and Linguistics at RWTH Aachen University in 2020. While staying at the RWTH as a student assistant for the teaching and research area Linguistics and Cognitive Semiotics, she recently completed the master's programme 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 and one semester at the Sorbonne Nouvelle in Paris where she focused on multimodal communication. Her research interests include Cognitive Linguistics, Linguistic Relativity, Framing and Gender Studies.

This project focuses on language used by polyamorous communities in Germany who show considerable effort to rewrite language to tell their stories in their own words (Haritaworn, Lin, & Klesse 2006: 518–519). In western cultures, dual monogamous relationships dominate common discourse (cf. Foucault 1971), with expressions such as "couple", "partner", or "better half" (Ritchie & Barker 2006: 591). Discourse of relationships therefore fails to provide language that reflects the realities of polyamorous people (Ritchie & Barker 2006: 589) which leads to people in these communities to "feel[ing] constrained" by language (Ritchie & Barker 2006: 589) and people on the outside failing to understand polyamorous realities and reinforcing "social stigma" (Cardoso, Pascoal, & Maiochi 2021: 1240) around polyamory.

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Subject of this project is to investigate how successful neologisms arising in the context of polyamory are in promoting understanding and acceptance of polyamorous realities. In this study, 50 German speaking participants were tested on their understanding and acceptance of concepts related to polyamory in German depending on the words used to denote these concepts. Split into two groups, they were asked in an interview to describe either the meaning of the neologisms Polyamorie ('polyamory'), Polykül ('polycule'), Metamour, and shaky or the terms Nicht-Monogamie ('non-monogamy'), Mehrfachbeziehung ('multiple relationships'), Partnerin meiner Partnerin ('partner of my partner'), and eifersüchtig ('jealous') which are either existent as such in mononormative discourse or use terms from this discourse as conceptual scaffold. Their understanding and conceptualisation were multimodally analysed with the video-recorded interview material, considering both speech and gestures, while acceptance was elicited with a questionnaire and an Implicit Association Test which is a psychological test designed to indirectly elicit bias. The analysis shows that in most cases, the understanding and underlying conceptualisations of the opposed terms differ considerably and there was a statistically significant difference found in acceptance between participants who were exposed to the different terms.

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Friday, 07 June 2023 | 16:00 – 16:30

"It is a part of who I am" - Queer identity construction in online discourse

Svenja Kranich, Hanna Bruns, Thomas Esser, Ragnhild Hinderling, & Lisa Lubomierski

Language plays a crucial role in exploring, constructing, and communicating one's identity. This may be even more prevalent if one's identity diverges from hetero- and cisnormative expectations. The present paper thus assumes that especially for young queer people, communicating aspects of their identity online is highly important, as also confirmed by e.g., Jones (2019), Crowley (2022).

In this first case study, we will start exploring the issue of language use in communicating one's queer identity. For this purpose, we will investigate 6 YouTube videos containing coming-out narratives of a broad spectrum of queer YouTubers (asexual, bisexual, homosexual (gay and lesbian), transgender, and non-binary speakers). Our analysis will make use of critical / positive discourse analysis (as

successfully applied by Bruns, under review) as well as appraisal theory (cf. Martin & White 2005) in order to answer the following set of research questions:

1. Which common features and structures exist between the coming out videos? Are there 'genre-defining' moves (cf. Swales 1990)? Are there differences concerning the communication of sexual identities vs. gender identities (cf. also Zimman 2009)?
2. What kind of appraisal strategies are used by the YouTubers in order to (subliminally) evaluate their own identity as well as their coming-out experience?
3. What type of evaluation is ascribed to the role of friends, family, as well as the online community and society at large in respect to their coming-out experience?

In our analysis, we will provide a qualitative analysis of recurrent topics and how they are construed. Further, we will extract significant linguistic patterns and markers important for appraisal and identity construction (e.g., adjectives, hedges, boosters, person reference).

Our first results indicate that common features of coming-out narratives can be identified, such as pre-coming out background story, subordinated every-day narratives, and before-after comparisons. We can furthermore find evidence for differences between sexuality-related coming out and gender-related coming out, with the latter often having more negatively evaluated aspects to their narrative and mentioning more dramatic consequences. We may assume two reasons for this contrast: firstly, the more global role gender plays for one's overall identity compared to sexuality, and secondly, the role mainstream society plays, with its greater stigmatization of transgender and non-binary identities.

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Friday, 07 June 2023 | 16:30 – 17:00

Gender and Prescriptivism: Attitudes of German L2 speakers of English towards singular *they*

Friday, 07 June 2023

Johanna Wrede

I am currently in the first year of my master's in Computational Linguistics (at Ruhr-University Bochum) and English Linguistics (at University Duisburg-Essen). Last year, I completed my bachelor's degree in (Computational) Linguistics and English Studies at the RUB with a thesis on "Attitudes of German L2 speakers of English towards singular they". I presented the findings of that thesis at the Lavender Languages Conference 29. During my Bachelor's, I had the opportunity to get an insight into a linguistics research project and do tutorials for some of the introductory courses as a student assistant. I am now working as a student research assistant at the RUB Digital Humanities Center.

The investigation of singular they is of continuing interest. It is now well established that singular they as a generic pronoun is widely accepted (Bjorkman 2017; Conrod 2019). A change in progress, on the other hand, can be attested for singular they in combination with a referent of definite gender (Conrod 2019). This innovative form is therefore also affected by language attitudes. Considering the role of standard language in second language acquisition and the prevalence of prescriptivist attitudes in the discourse surrounding gender-fair language in German (cf. Schneider 2021), these attitudes are especially interesting to investigate among German speakers of English as a foreign language (EFL). This paper will examine the influence of these attitudes on the perception of singular they.

In a small-scale survey, participants were presented with an acceptability judgment task based on Conrod's (2019) survey as well as Likert-scale questions to elicit the participant's attitudes towards standard language, gender-fair language and non-binary gender. The questionnaire was distributed on social media and in

my social context. It generated 142 answers, which were allocated to two groups after filtering: 97 German L1 speakers as the main focus and 39 English L1 speakers as the control group.

Interestingly, a correlation of all three kinds of attitudes could be observed with the rating of innovative they in both groups. But while the negative rating of conservative they in the English group correlated with prescriptivist attitudes, there was no such correlation found in the German group.

These results not only suggest a change taking place in EFL speakers similar to English L1 speakers, as the rating of innovative singular they seems to be influenced by language attitudes. A high variation observed in the acceptability rating across the different proficiency levels also suggests that lack of knowledge about singular they might be the reason for the negative rating.

The findings of this paper therefore support previous research and provide insights for future work, especially in EFL and language attitude research.

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Saturday, 08 June 2023 | 09:00 – 10:00

Keynote

Jo Angouri (Warwick, UK) Multilingualism and diversity in Higher Education: ideals, policy discourse and interactional practice- unpacking the disconnect/s

Jo Angouri
(Warwick, UK)

Multilingualism and diversity in Higher Education: ideals, policy discourse and interactional practice- unpacking the disconnect/s

Jo Angouri is Professor in Sociolinguistics and the University-level Academic Director for Education and Internationalisation at the University of Warwick; Visiting Distinguished Professor at Aalto University, School of Business, Finland; Visiting Professor (Affiliate) at Monash University, Australia; Research Associate at the University of Wellington (New Zealand). Jo also holds the Lonnoy Chair for multilingualism at Vrije Universiteit Brussel. She has published extensively on Multilingualism, Identity, Decision Making, Leadership as well as Research Methodology. Jo is the author of Culture, Discourse, and the Workplace (Routledge) and has co-edited The Routledge Handbook of Language, Gender, and Sexuality (Routledge), Negotiating Boundaries at Work (EUP) and the forthcoming Language, Migration and In/exclusion in the Workplace (Multilingual Matters). She is Subject Chair for Linguistics, Language, Communication and Media on the Scopus board. She is a National Teaching Fellow (UK), Principal Fellow of the Higher Education Academy and committed to pedagogic innovation and education for global citizenship.

Universities are strongly encouraged by national and international policy makers to re-imagine the HE pedagogic offering, embed global learning and pedagogic innovation in mainstream

programmes and achieve ambitious mobility targets. Although this vision is associated with positive outcomes for the individual and the society, the transition from ideals to practice is, typically, quite ambiguous and not in line with the current structure of curricula. Further, these ideals speak very much to the vision of multilingual education which is often seen as a desired priority in higher education; but in practice, it typically remains either a profiling exercise referring to (a) the sum of national languages students/staff in an education context are reported to have as an L1 or (b) becomes condensed to use of a global language (more often than not English) as a lingua franca for teaching and learning. In this paper, I will discuss, transnational education collaboration and pedagogic innovation as enacted in a corpus of policy documents and student discourse. I draw on data collected and analysed using methods associated with critical discursive approaches and problematise different co-existing discourses. I pay special attention to multilingual pedagogies and the monolingual mindset and discuss the case of a course which focuses on empowering the multilingual user to mobilise their language for the learning and teaching practice. I close the paper with reflecting on the opportunity for developing multilingual ecosystems in the context of transnational HE alliances and implications for policy and future research.

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Saturday, 08 June 2023 | 10:00 – 10:30

Educational Approaches to Intercultural Business Communication:
Comparing cultural influence in Chinese and American study programs

Rahel Biley

Rahel-Assabia Biley obtained her bachelor's degree at the University of Göttingen. The topic of her thesis being a cross-linguistic analysis of Polarity Items in English and French, she now has expanded her interest in the area of cross-linguistic analyses and has focused during her research on the interrelation of language and culture.

Cultural aspects of business communication are often evaluated from the perspective of international companies competing globally, considering already established practices in intercultural competence (cf. Chaisrakeo and Speece, 2004; Gertsen, 1990). Given that university education is the first step in training future global business participants, educational programs should reflect how some of the culturally shaped practices are established and give insight into the current foci of study objectives.

Cultural dimensions in business have so far been thoroughly researched from a Western perspective, with non-Western perspectives slowly becoming more prevalent as well (e.g., cf. Luo, 2013). Therefore, this study examines in how far the study programs at Chinese universities differ from those at US-American universities in terms of cultural dimensions and their implementation into intercultural business communication.

The research question is approached using contrastive corpus analysis to evaluate the cultural influence on business education.

Two corpora comprising a minimum of 12.000 tokens are established, gathering data from university websites. Comparing pronoun frequencies and examining concordances, the linguistic differences are investigated. The results are then contextualized with reference to seemingly universally established culture-free dimensions (cf. Yang, 1987).

The findings show that a more addressee-related language was characteristic of the US-American corpus, suggesting an approach that emphasizes the importance of an individual's skill set. The course content, however, does not reflect the predominance of business topic-related terms over communication or foreign language skills-related terms in either corpus. A general orientation towards the West and the establishment of connections with Anglophone partner universities in the Chinese corpus might be explained by the fact that English remains the lingua franca in the business world. It may also reflect Chinese societal values such as Guanxi (cf. Luo, 2013), an important concept of reciprocity included in business relationships. In terms of cultural values, the Chinese programs also tend to focus more on their country's own business culture, in comparison to the US.

References

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Poster session - Saturday, 08 June 2023

Saturday, 08 June 2022 | 10:30-12:00

Poster presentations

Altendorf, Lisa	Extramural activities and their relationship with English as a foreign language – Internetese versus standard English?
Asongwed, Faith	Respect and Politeness Across Cultures: Implications for Integration and Acceptance in the Face of Cross-Cultural Challenges
Cave, Andrew	The influence of physical activity on language acquisition
Chim, Y.	English compliment responses by German EFL speakers and American English L1 speakers
Custodio, Jossane	Politeness Strategies in Request Formulation by Filipino
Kandemir, Ezgi	A contrastive study on the use of address terms regarding the degree of formality and frequency - Comparing German native speakers to Turkish native speakers
Korotenko, Kristina	A linguistic corpus-assisted study investigating the main categories of reference within which migrants were discussed in 2022 in British news on the web
Shchekochikhina, Ekaterina	The speech act of refusal in a cross-cultural perspective: An interlanguage study of Russian English-language learners and British English native speakers
Van de Ven, Noek	FTA mitigating and aggravating strategies in US and UK politics: a comparative look at the usage of "we have" by Joseph Biden and Boris Johnson in COVID-19- specific communication in 2021.

Extramural activities and their relationship with English as a foreign language – Internetese versus standard English?

Lisa Altendorf

Lisa-Christine Altendorf (she/her) has recently finished her master's degree in Applied Linguistics at the University of Bonn and is now pursuing a PhD, while working as a researcher and lecturer in the linguistics' department in Bonn. Her dissertation circles around the topic of extramural (online) activities and German learner's vocabulary knowledge and text production. Other research interests include translation studies and computer-mediated communication.

Extramural activities describe those activities taking place outside the 'walls' of the language classroom. As opposed to other terms such as "autonomous learning" (cf. Lai 2017: 49) or "computer-assisted language learning" (Reinhardt 2019: 1), it also highlights that there is "no degree of deliberate intention to acquire English" (Sundqvist 2009: 24). Extramural activities may include watching TV in the target language (TL), playing games, using social media or reading in the TL. However, it is unclear to what extent the variety of English used and thus acquired online is compatible with the expectations of standard/academic English within the classroom. Some language researchers fear that the development of internet varieties (e.g., "Internetese" or "Textese") is a threat to the standard varieties of English (cf. Al-Kadi & Ahmed 2018: 727), especially since Internetese is currently the most popular variety for intercultural communication (cf. Mesthrie & Bhatt, 2008).

This question shall be explored further in the context of German learners of English. A self-assessment survey was used to gather

data on the extramural activities and attitudes towards English as a foreign language (EFL) of about 60 German pupils (ages 14 to 19). Laufer and Nation's (1999) lexical frequency profiles (LFP) were then used on a corpus made from exam essays provided by these pupils. Additionally, the informants fulfilled a small DCT task asking them to create a text message to a friend in which they tell them about a secret.

The data hints at the fact that the language acquired by extramural activities might not be reflected in the language made use of in most classroom assignments. However, the use of extramural activities does seem to shape the EFL learners as competent and confident users of the language, specifically in multicultural spaces such as the internet. Those who indicate high-frequency use of social media platforms and English language online content are indicating high confidence in their English skills and are able to confidently write authentic text messages using current Internetese terms, phrases and signs.

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Respect and Politeness Across Cultures: Implications for Integration and Acceptance in the Face of Cross-Cultural Challenges

Faith Asongwed

I am Faith Menguei Asongwed , a passionate student at the University of Bonn pursuing my master's degree in Applied Linguistics, I am deeply engrossed in the fields of language acquisition, language development, and their profound connection with culture and diversity. I am driven by a genuine interest in understanding how language shapes our perceptions, interactions, and societal dynamics. Through my academic journey, I strive to explore the intricate nuances of language and its impact on individuals and communities. With a fervent dedication to research and learning, I am committed to contributing to the advancement of knowledge in the realm of language and its multifaceted influence on our world.

The distinctive characteristics that set a people apart from other societies are rooted in their culture, which is the focus of anthropology, a discipline dedicated to studying human beings and

their relationship with their environment. This paper aims to explore the differences between African and European cultures and values, specifically in terms of how respect and politeness are instilled in children and how these qualities shape their participation in society.

Understanding the significance of respect and politeness is crucial, as certain aspects of these values are often perceived as exaggerated or undervalued. Culture encompasses the unique attributes shared by a particular group, and thus, a people's values are integral to their culture. This paper extensively discusses the concepts of respect and politeness, drawing a comparison between individuals from African and European backgrounds who participated in international programs and experienced cultural contrasts, particularly in their primary mode of communication, language.

When examining respect and politeness among individuals from different social classes, the process of learning another culture can conflict with one's own identity, as integration programs often lead to challenges in adapting to new ways of life. Conflicts may arise from having expectations that are culturally rooted and superior in one's own society but are devalued in another culture. Moreover, individuals may struggle with expressing their thoughts or communicating effectively. Furthermore, societal norms and expectations play a significant role in shaping individual behavior. When individuals find themselves in a culture that contradicts or challenges their ingrained values and norms, it can create a sense of dissonance and discomfort. This may result in resistance to adopting new customs or difficulties in adapting to unfamiliar social practices.

The research focuses primarily on au pairs and host families, exploring cross-cultural communication styles, such as emotional expression, directness and indirectness, eye contact, gestures, vocal patterns, and identity orientation. Given the often strained relationships between both parties, potential solutions are proposed to facilitate better integration and harmony.

The influence of physical activity on language acquisition

Andrew Cave

In 2019, I finished my bachelor's degree in sports science and empirical linguistics at the Goethe University in Frankfurt am Main. Then, in 2020, I began a master's degree in conference interpretation at the University of Applied Sciences, Cologne, but after three semesters changed to applied linguistics at the University of Bonn. For my Bachelor thesis, I presented a systematic review on the influence of physical activity on language acquisition. Currently, I am writing two term papers: one on individual multilingualism and the other on interpreting critical speech acts from German into English.

Though there have been many empirical studies and systematic reviews written on either cognition or on the influence of physical activity on cognitive processes, only a few have researched this within a linguistic context. Regular physical activity (PA) has proven to improve many cognitive functions, from executive brain functions to memory, thus, indicating positive correlation between regular PA and the improvement of human cognition (Smith et al.

2010). Our memories enable us to access encoded and stored information. This plays a key role when we, for example, learn a second language (Krüger 2018).

This systematic review aims at summarising and discussing empirical studies on the influence of PA on language acquisition (LA) and, by doing so, evaluating the potential PA has within the field of linguistics. The hypothesis is that PA does have a positive influence on LA. For the review, six online search engines were used to find eligible empirical studies.

The eligible studies (n = 8) were compared on intervention methods and respective results, and their differences as well as similarities evaluated. The review's results indicate a positive effect of PA on language learning, with participants across different exercise groups showing more improvements in comparison to their control group counterparts. The magnitude of positive outcomes is influenced by the intensity and the timing of PA intervention in relation to the learning task. PA of high-intensity shows the most positive results, ranging from better vocabulary retention to a higher release of neurotransmitters in the brain. Furthermore, the results show a positive outcome independent of the timing of the PA intervention in relation to the learning task. The findings could be implemented in language-learning environments, e.g. at schools, in cognitive therapy or language integration courses.

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English compliment responses by German EFL speakers and American English L1 speakers

Y. Chim

Y. Chim is currently pursuing her master's degree in Applied Linguistics at University of Bonn. She completed her bachelor's degree in Literature, Culture and Media with a minor in Language and Communication at University Siegen.

The speech acts compliment and compliment response have been studied extensively in various languages. Even though there are a myriad of studies on the speech act compliments, there is a notable lack of studies which examines German EFL speakers responding to English compliments. Previous studies such as Golato (2002) focused on German compliment responses and compared her findings with a study of American English compliment response structure by Pomerantz (1978). The aim of this study is to directly compare German EFL speakers' compliment responses with those of American English L1 speakers to observe if there are similarities or differences.

The method to obtain data was written discourse completion tasks (DCTs). The DCTs consist of various situations where a compliment

is given. The compliments are categorized in appearance, personality, skills, and possessions. 20 participants took part in the study, 10 German EFL speakers and 10 American English L1 speakers.

The data shows that both groups respond to compliments in a similar manner. German EFL speakers and American English L1 speakers both tend to accept compliments rather than rejecting them. Both resort to self-praise avoidance mechanism at roughly the same frequency. Furthermore, the data shows that German EFL speakers are more likely to accept compliments related to skills than American English L1 speakers, whereas American English L1 speakers are more inclined to accept compliments related to appearance.

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Politeness Strategies in Request Formulation by Filipino

Jossane Custodio

Jossane Custodio (he/him) recently completed his B.A. in Modern Languages, Cultures, and Economics at the university of Giessen and

is now enrolled in the master's program Applied Linguistics at Bonn University. His research interests include Code Switching, Intercultural Communication and Language acquisition.

Politeness is a fundamental aspect of social interaction, fostering harmony and avoiding offense. However, the expression and interpretation of politeness can vary significantly across cultures. In the context of making requests, politeness can be seen as a way of minimizing face threats (Brown & Levinson 1987) to the hearer, or avoiding causing offense or discomfort. Impoliteness, on the other hand, can be seen as a way of maximizing face threats, or intentionally causing offense or discomfort. This study explores the use of politeness strategies by Filipinos when formulating requests in English.

To investigate the research objective, a mixed-method approach was employed, utilizing both a survey questionnaire and discourse completion tasks (DCTs). The survey questionnaire collected quantitative data on the general mindset and intentions of the participant's inclination to use polite and considerate language when it comes to politeness in their interactions in requesting others, while the discourse completion tasks provided qualitative insights. The survey results and discourse completion task responses were analysed to examine the strategies employed by Filipinos and the factors influencing their choice of strategies.

The findings indicate the adaptability and cultural sensitivity of Filipinos in employing different politeness strategies based on contextual cues and relationship dynamics. The survey results unveiled a diverse range of politeness and impoliteness strategies employed by Filipinos in request formulation. Contextual factors emerged as influential determinants, with the formality and

urgency of the situation impacting the selection of strategies. Moreover, the dynamics of the relationship between communicators played a significant role in determining the preferred politeness strategies. Participants demonstrated an awareness of power dynamics and perceived social distance, adapting their strategies accordingly.

The combination of the survey questionnaire and discourse completion tasks allowed for a comprehensive examination of the communication practices employed by Filipinos. The research outcomes contribute to a deeper understanding of the cultural nuances surrounding politeness strategies in the Filipino context.

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A contrastive study on the use of address terms regarding the degree of formality and frequency - Comparing German native speakers to Turkish native speakers

Ezgi Kandemir

I was born and raised in Germany as a bilingual with the languages German and Turkish. I did my bachelor's degree in ELT as a foreign language, and I have worked as an English teacher for 3 years.

Currently, I am doing my master's degree in Applied Linguistics at the university of Bonn, and teaching English online.

Address terms have been studied previously in both German and Turkish by various researchers (e.g. Bayyurt & Bayraktaroglu 2001; Bruns & Kranich 2022). However, there is an insufficiency of contrastive studies on the use of address terms with respect to degrees of formality and frequency, including the two languages mentioned.

The study's aim is to investigate whether German and Turkish speakers prefer different address terms in various social contexts regarding the degree of formality and whether they employ address terms with different frequencies. The study is particularly interested in whether the addressee's power or economic status has a greater influence on the choice of address terms among German or Turkish speakers.

Data from both German and Turkish contexts will be gathered by employing a questionnaire. Personal information (age, gender, birthplace, education level, knowledge of languages) about the informants will be obtained through data collection. The questionnaire will include situations from various social settings concerning the power relations between the interlocutors and the degree of formality. The data will be analysed and compared with respect to the frequency and formality of address terms.

It is expected that Turkish speakers will use address terms (endearment terms) more frequently and with a greater variety (especially endearment terms) when compared to German speakers, and that German speakers will employ more formal address terms. It is also anticipated that Turkish speakers have less of a strict protocol whether formal/informal terms are acceptable.

The study will shed light on how power and economic status are perceived by German as well as Turkish speakers and which norms are appropriate for the corresponding situation in both speaker groups. Furthermore, the results will provide a deeper insight into how proximate or distant the relationships are among German speakers as well as among Turkish speakers.

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A linguistic corpus-assisted study investigating the main categories of reference within which migrants were discussed in 2022 in British news on the web

Kristina Korotenko

My name is Kristina Korotenko, I am 23 years old. In 2022 I graduated from Moscow State Linguistic University with a bachelor's degree in Linguistics, specializing in "Theory and Methods of Teaching Foreign Languages and Cultures" and

completed a professional retraining program "Translation and Interpreting in Professional Communication". As a second-semester student in the master's program "Applied Linguistics" at the Department of English, American and Celtic Studies at the University of Bonn, I constantly seek ways to further my education and advance my career goals.

The study investigates the main categories of reference within which migrants were discussed in 2022 in British news on the web. The question of immigration is multidimensional as it "taps into a variety of cross-cutting concerns" (Vasilopoulou 2016). The multi-dimensions of immigration gave the media a variety of contexts in which to discuss the issue and shape an understanding of what "immigration" means and what "immigrants" are like (Herda 2015). As the media plays a crucial role in shaping public perceptions of migration (Viladrich 2019), it is essential to examine in what context migrants are represented in news coverage. By exploring the categories of reference used in media discussions of immigration during a year of significant immigration growth, the research aims to provide insights into the narratives surrounding migrants.

The study utilizes the News on the Web Corpus (NOW) and applies a methodology that involves filtering the corpus, collocation search, detailed analysis of news articles, categorization based on topics, and quantitative representation of reference categories. The findings of the study reveal that the main collocations of the target word "migrant" in 2022 British news on the web were "workers," "crisis," "labour," and "children." By focusing on the collocate "migrant workers," the study identifies the primary categories of reference within which migrant workers were discussed. The largest category of reference was the Qatar World Cup in 2022,

followed by references to the rights of minorities, human rights, poverty, improvements, discrimination, racism, and labor rights.

The study's results contribute to bridging the knowledge gap and shedding light on the narratives surrounding migrants in British news on the web in 2022. By delving into the categories of reference used in media coverage, this research provides valuable insights for fostering a more informed public discourse on immigration in Britain.

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The speech act of refusal in a cross-cultural perspective: An interlanguage study of Russian English-language learners and British English native speakers

Shchekochikhina, Ekaterina

Ekaterina Shchekochikhina is currently a master's student at the University of Bonn studying Applied Linguistics. She obtained her bachelor's degree in Linguistics at Siberian Federal University in Russia in 2018. Her main research interests include Cross-linguistic Transfer, First/Second Language Acquisition and Corpus Linguistics.

Refusals, as face-threatening speech acts (Brown & Levinson, 1987), are of particular interest in cross-cultural research because their production involves face-saving actions to mitigate the consequences of the refusal and therefore can be a "major cross-cultural sticking point for many nonnative speakers" (Beebe et al., 1990: 56) and highly problematic to perform in intercultural encounters (Babai Shishavan & Sharifian 2016).

The present study is an interlanguage pragmatic study focusing on refusal speech acts of Russian English-language learners and British-English native speakers to 1) look at refusal strategies used by Russian English-language learners in comparison with the native English speakers; 2) shed light on possible intercultural misunderstandings which can occur while communicating with native speakers; 3) examine the influence of the first language (Russian) on the second language (English) production of refusals.

The methodology of the present study involves DCTs (discourse completion tasks), a questionnaire with some demographic information and qualitative and quantitative analysis of the data using Beebe et al.'s (1990) classification of refusal strategies. Two

groups of students take part in the study. The first group consists of 20 Russian native speakers who are undergraduate students majoring in English at Siberian Federal University, Russia. The second group includes 20 native British English speakers who are also students at University of Bonn, Germany. In the DCTs the participants are given 12 situations based on real-student-life, where they have to refuse an invitation, offer or a suggestion. For Russian English learners, 2 copies of DCT are provided - one in English and one in Russian. The situations also differ in terms of power difference: higher social status (P+), or equal social power (P=).

I expect that Russian English-language learners are more likely to use more direct refusal strategies than native English speakers which might result in misunderstandings between them. Moreover, the use of refusals by Russian English-language learners may be influenced by their first language and culture, leading to negative pragmatic transfer.

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FTA mitigating and aggravating strategies in US and UK politics: a comparative look at the usage of "we have" by Joseph Biden and Boris Johnson in COVID-19- specific communication in 2021.

Noek Van de Ven

Noek van de Ven received their bachelor's degree in Teaching English as a Second Language at the Fontys University of Applied Science in Tilburg, the Netherlands. Their bachelor's thesis was about implicit grammar instruction in ESL classrooms. They have been teaching English and Dutch independently since moving to Germany in 2019. Their main research interests are foreign language learning and teaching, queer linguistics, and corpus linguistics.

This corpus-based qualitative case study seeks to identify strategies and communication styles in the political discourse regarding COVID-19 from a cross-cultural standpoint. The research will focus on the United Kingdom and the United States of America, comparing the political discourse of the year 2021 concerning COVID-19 by Boris Johnson and Joseph Biden. Political speeches and debates were used to create two specialised corpora, which were analysed separately and then compared on the basis of collocation, syntax, and pragmatic choices.

After the research by Culpeper (1996) and Locher and Watts (2005), this study focuses on (potential) face-threat mitigation as well as (potential) face-threat aggravation efforts. Based on previous research by Bramley (2001), the study will focus on the usage of "we" in conjunction with "have" in an attempt to answer the following research questions:

1. In what way do the two political leaders navigate potential FTA situations in communication about COVID-19 when using the structure "we have"?
2. How do their strategies compare to one another?

The results show no clear tendency regarding directness in FTAs between the two corpora. A clear proneness towards positive or negative politeness was also not found. Inferences can be made about what is important to the politicians: both tend to emphasise the positive face of the audience(s) and their own positive face needs, although the US corpus shows a higher tendency of the individual to try to align with their political group (UK 28.07% vs US 33.12%). The US corpus emphasises positive politeness slightly more than the UK corpus, and data from the UK corpus shows a higher tendency towards threatening positive face of excluded audiences (UK 6.14% vs US 1.91%).

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Saturday, 08 June 2023 | 12:00-12:30

Facework and modality in speeches on COVID-19 by Joe Biden and Boris Johnson

Ariane Vosseler

Ariane Vosseler is a graduate student of Applied Linguistics at Bonn University. Her background is in English Linguistics and History. Her current research interests lie in sociolinguistics, with a focus on language policy and planning and language learning, as well as language and politics.

Facework is a central concept in understanding human communication, but there are cultural differences in how potential face-threatening acts are managed (Ting-Toomey & Kurogi 1998). Especially in times of crisis, like the COVID-19 pandemic, differences can become all the clearer (Montiel, Uyheng, & Dela Paz 2021). Political speeches tend to be worded very intentionally to communicate difficult messages while avoiding face-threatening acts (Strukowska 2019). One language feature that holds a lot of power in this respect is modality (Hardjanto & Mazia 2019). This study looks at the use of modality in speeches from Boris Johnson and Joe Biden from the year 2021. Two specialised corpora were created which include all their COVID-19-related speeches, press briefings, and official statements. While the US and the UK are close in their culture and language, differences do exist, which also became visible in their COVID-19 response. The two corpora were analysed quantitatively and qualitatively by investigating verbal modal markers, their frequencies, collocates, and overall function within their context.

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Some major findings include Johnson's more frequent use of the strong modal 'must' and deontic 'may', wherein he directly tells the public what they are (not) allowed to do. Biden entirely refrains from this use of 'may'. Johnson, therefore, appeals more to the public's positive face while risking a stronger threat to their negative face. He also shows more involvement. Biden, on the other side, uses more conventionalised indirectness, for example by using the cluster 'I would' very frequently. His speeches leave more distance to the audience while focusing more on content; by appearing as more polite, he can protect his own positive face. Overall, strong differences appear in their use of modals. Results from this study could in further research be related to government communication during the COVID-19 crisis overall, its effectiveness, and the impact it had on the public opinion towards the two politicians.

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"Why do you talk like that?" – A study on the impact of foreign accents on employability through an examination of different language attitudes in professional gatekeeping context

Ashley Hyun

Ashley Da Yeon Hyun is a dedicated graduate student pursuing a master's degree in Applied Linguistics at the University of Bonn. With a passion for language and communication, she is actively engaged in exploring various aspects of applied linguistics, including language acquisition, intercultural communications, and sociolinguistics. Her primary interests are speech acts, especially in regard to how humans communicate with one another both at micro and macro levels. Through her coursework and research projects, she aims to contribute to the academic discourse in the field and is eager to further expand her knowledge and expertise through ongoing studies and future research opportunities.

Despite the refusal to hire a candidate due to their race, gender, or religion being illegal under the law of the United States, the Equal Employment Opportunity Commission states that discrimination based on accents can be permitted when the accent negatively affects one's job performance (https://www.eeoc.gov/national-

origin-discrimination). In this regard, employment discrimination based on a candidate's foreign accent continues to be a pervasive issue in the workplace, especially in the early hiring process, with its roots embedded in social categorization and linguistic racism.

Although a considerable number of previous studies revealed that accents play a critical role in determining one's employability (e.g. Hopper & Williams 1973; Carlson & McHenry 2006; Trofimovich et al. 2023), there has been little qualitative analysis of a comparison between numerous non-native accents of English. This study seeks to examine the probability of a foreign-accented English speaker's employment in an occupation that does not require any verbal communication and whether there is a hierarchization of foreign accents from the perspective of a native speaker.

To assess this, the research employs a convenience sample consisting of 42 native speakers of American English. Their perspectives on the employability of individuals with German, Korean, and Cameroon accents were gathered through an anonymous online questionnaire, which incorporated speech samples recorded by native speakers of the aforementioned languages.

The expected results are to reveal a possible correlation between accent evaluation and the racialization of its speakers, leading to severe disadvantages in accessing career opportunities. Furthermore, ranking the accents based on the survey results of native speaker preference in the work environment could present a hierarchy of accents, where it is hypothesized that despite being mostly covert, it is nevertheless existent, seemingly grounded in one's hidden racist biases. The paper will then aim to provide preliminary findings that will provide support for the conceptual

premise that foreign accents are a linguistic context that impacts the listener's cognitive mechanism and, inevitably, their behavior.

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Saturday, 08 June 2023 | 13:00-13:30

'Our conditions in Africa derive unique approaches to everything': A Critical Discourse Analysis on post- and neo-colonial discourses in advertisements and reviews of volunteer teaching placements in the Global South

Corinna Schrömges

My name is Corinna Schrömges, I hold a B.A. from the University of Augsburg in German as a Foreign Language and English and American Studies and a B.A. Honours in German Studies from Stellenbosch University in South Africa. During my Honours studies, I set a strong focus on postcolonial and neo-colonial aspects in the works of the Goethe Institut in African contexts and in German-speaking literature.

During the last decade, volunteering projects in the Global South have been criticised for perpetuating colonial structures (cf. Palacios 2010: 864). In previous studies researchers investigated volunteers' motivations, their socio-economic background and/or ethnicity, and the impact of volunteering on them and the host community (cf. e.g., Badyopadhyay & Patil 2017; Benson & Seibert 2009; Simpson 2004).

Online discourse on this topic has hardly been investigated. Therefore, the present study set its focus on advertisements and reviews of English teaching projects, conveying a post- or neo-colonial idea of the Global South on the website *Volunteerworld*. It was analysed which discourses were especially present and how these differed between projects in Asian and African countries.

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The data set contained four advertisements for English teaching projects in Nepal, Indonesia, Tanzania, and Ghana and four to five reviews by returnees for each project, chosen by the discourses they contained. The software *MaxQDA 2022* (VERBI Software: 2021) was used to code the data, e.g., referring to the depiction of hosts and volunteers, the placements' infrastructure, or descriptions of tasks. The discourses were categorised under codes such as *Infrastructure and Environment* or *Role and Perception of Volunteers*. Critical Discourse Analysis was then applied to these categorisations. Furthermore, the percentual occurrence rate for each main category and its subcategories was analysed and compared for the projects on the Asian and the African continent.

While discourses about the role and perception of volunteers and the host countries' infrastructure occurred frequently in the advertisements and reviews, the perception of hosts or the teaching of English were rarely mentioned. The discourses on the projects in Ghana and Tanzania constructed imageries of a "Third World" environment (cf. Ashcroft, Griffiths, & Tifflin 2013: 261), those referring to projects in Nepal and Indonesia strongly emphasised on Stuart Hall's (cf. 2019[1992]: 146) concept of "the West and the Rest", thus perpetuating colonial structures themselves.

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Saturday, 08 June 2023 | 15:00-15:30

A comparative genre analysis: Investigating the move structure in German and Spanish letters to shareholders

Silvia Fischer

Silvia Fischer is currently pursuing a master's degree in Applied Linguistics at the University of Bonn in Germany. She completed her bachelor's degree in Multilingual Communication at the University of Applied Sciences in Cologne, Germany, which included the advanced study of English and Spanish, and their cultural domains.

Although there has been extensive research on cultural variability in business communication, the genre of letters to shareholders has only recently gained attention. Furthermore, little focus has been given to analysing their linguistic move structure, particularly in the European context. This study aims to address this research gap by examining the move structure and lexico-grammatical features of German and Spanish letters to shareholders and exploring potential cultural influences using Geert Hofstede's theory of cultural dimensions (cf. Hofstede & Hofstede 2011).

The study analyses a specialised bilingual corpus of 16,812 words, consisting of eight letters to shareholders from companies listed in the DAX and the IBEX 35, all of which refer to the financial year 2021. In both the German and Spanish sub-corpora, there are four letters to shareholders, representing different sectors and industries. Additionally, the study utilises a framework created by Haugaard and Laursen (2021) to examine the move structure, which includes six moves, each of which comprises one to three 'steps' (cf. Haugaard & Laursen 2021: 5).

The study found that German and Spanish shareholder letters typically consist of five or six moves containing specific lexico-grammatical features, which aligns with previous research (cf. Haugaard & Laursen 2021; Mobasher & Ali 2015; Bhatia 2008). German letters had a higher frequency of the formal tone used in *Move 1: Foreword introduction*, possibly related to Hofstede's dimensions of 'Uncertainty Avoidance' and 'Power Distance'. *Move 2: Performance conditions at a macro-level* was equally represented in both languages. *Move 3: Company's financial performance* was more frequently mentioned in German, while Spanish letters suggested a greater emphasis on *Move 4: Company's non-financial performance*. Both languages shared a preference for *Move 5: Previewing the future*, but with observed differences in lexico-grammatical features that could be attributed to Hofstede's dimension of 'Long-Term vs. Short-Term Orientation'. *Move 6: Concluding remarks* was equally relevant in both languages.

Although German and Spanish letters to shareholders share many similarities, the study's findings provide valuable insights into their slight variations. This contributes to a deeper understanding of the genre and enhances awareness of cultural practices, ultimately leading to improved intercultural (business) communication.

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Saturday, 08 June 2023 | 15:30-16:00

English for medical purposes: the case of Korean cosmetic surgeons

Youssef Babakhouya

*Youssef Babakhouya is a university teacher of English language and
applied linguistics at ISSS, Hassan I university, Morocco. He
completed his Ph.D. in Didactics of English language at Inje
University in South Korea. He was a four-year Korean Government
Scholarship holder. He also earned his master's degree in applied
Linguistics at Moulay Ismail University, Meknes, Morocco. His
research interests lie in the area of Applied Linguistics, English for
Specific Purposes, and Personality.*

Saturday, 08 June 2023

EMP (English for medical purposes) has received more interest in South Korea in an attempt to enhance the English competence of professionals working in medical contexts. Consequently, this study is based on two objectives: 1) to clarify cosmetic surgeons' English needs; 2) to delve into cosmetic surgeons' views regarding EMP courses they attended, with a focus on the extent to which those courses met their English language needs. Data were gathered from 21 cosmetic surgeons through semi-structured interviews. The participants work at 4 hospitals in Seoul, which receive cosmetic surgery clients from all over the world. The results conclude that most of the participants have to sharpen their communicative skills and strategies to establish effective doctor-client relationships and give outstanding health care. Nevertheless, the participants encountered English communication breakdowns because of the scarcity of productive vocabulary, unusual accents, and pronunciation issues. The cosmetic surgeons stated that EMP courses they attended were not as helpful as they expected as the content did not match their English language needs at work. Therefore, the results imply that EMP courses' teachers and designers have to create programs that will meet the cosmetic surgeons' English language needs.

Saturday, 08 June 2023

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When multilingual litigants encounter monolingual ideologies in U.S. judicial opinions

John Terry Dundon

John Terry Dundon is PhD candidate in sociolinguistics at Georgetown University in Washington, DC (United States), with a research focus on language policy, language ideologies, and the intersection of language and law, in each case using discourse analytic methods. He is also a full-time faculty member at Georgetown's law school, where he teaches classes on the U.S. legal system, legal research and writing, contract drafting, and legal English. He holds a master's degree in applied linguistics from Columbia University, a juris doctor from George Washington University Law School, and a bachelor's degree from the University of Virginia.

All societies are diverse to some extent, but they vary as to the degree to which they celebrate or resist this diversity. One domain in which many societies continue to be relatively intolerant of diversity is in the languages that are used in their classrooms and courtrooms. This paper focuses on the latter, specifically the treatment by the United States legal system of speakers of languages other than English.

This paper uses discourse analytic methods to examine an appellate judicial opinion from a court in the District of Columbia, together with the underlying legal briefs filed by the parties in support of their positions. The subject matter of the appeal was the absence of an interpreter during police interrogation of a person suspected

of having committed a crime, and whether this absence violated a local law about the provision of interpreters.

Using a combination of membership categorization analysis (Stokoe 2012) and discourse analytic approaches to language ideologies (Haviland 2003; Angermeyer 2014), this paper investigates the linguistic resources that attorneys and judges use to frame non-English speaking litigants in their writings. It is argued that the examples analyzed herein evidence a pervasive attitude of English monolingualism that belies the reality of multilingualism, code-shifting, and mixed linguistic identities. Several policy implications for the U.S. legal system are then explored.

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Conference chairs

Svenja Kranich

Elisabeth Reber

Conference Organizers

Lisa Altendorf

Hanna Bruns

Lisa-Marie Hauda

Swantje Leiting

Lara Putensen

Alina Schuster

Department of English, American and Celtic Studies

Rabinstr. 8

53111 Bonn, Germany

Bonn Applied English Linguistics

Phone:	+49 (0)228 73-7308
Fax:	+49 (0)228 73-4197
Email:	bael@uni-bonn.de
Web:	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