Seventh Bonn Applied English Linguistics Conference

(BAELc7)

Abstracts

Seventh Bonn Applied English Linguistics Conference

Seventh Bonn Applied English Linguistics Conference (BAELc7)

Friday, 4 May 2018		
13:00-14:00	Registration and champagne reception	
14:00-14:15	Klaus P. Schneider	Conference opening
Chair: Susanne Mohr		
14:15-14:45	Jacinta Edusei (Chemnitz)	*Academic writing in Ghana: Hedging by advanced L2 users of English*
14:45-15:15	Philipp Meer, Johanna Hartmann, Dominik Rumlich (Münster)	*Attitudes of German high school students toward different varieties of English*
15:15-15:45	Anna-Katharina Scholz (Bonn)	*Collocations in authorised EFL material in Germany*
15:45-16:30	Coffee break + M.A. student poster session	
16:30-17:00	Peter Schildhauer (Bielefeld)	*Interactional Linguistics Meets Functional Pragmatics: Linguistic Action Patterns in EFL Cooperative Learning Sequences*
Chair: Klaus P. Schneider		
17:15-18:15		Keynote lecture by **Susanne Niemeier (Koblenz)** *Cognitive grammar meets task-based language teaching*
19:00	Conference dinner at *Em Höttche*, Markt 4, Bonn	

Saturday, 5 May 2018		
Chair: Stefanie Pohle		
	Presentations by M.A. students	
09:00-9:30	Sophie Decher	*Functions of* I don't know*: A corpus comparison of Irish English and Canadian English*
9:30-10:00	Ann-Kathrin Krane	*Hedging in newspaper editorials: A corpus-based study in variational pragmatics*
10:00-10:30	Viviane Kolberg	*"Looking for that special soulmate – 68": Age differences in self-presentation strategies in South African online dating advertisements*
10:30-11:15	Coffee break + M.A. student poster session	
Chair: Stefanie Pohle		
	Presentations by M.A. students	
11:15-11:45	Maria Tebartz van Elst	*The influence of urban and rural settings on compliment responses in Mexican Spanish*
11:45-12:15	Bünyamin Yuvarlak	*Thanking behavior across Turkish and German native speakers: A cross-cultural study of politeness orientations*
12:15-12:45	Katja Grasberger	*"Now take out the trash you pasty peasant": How Texan High School students realize counter-insults*
12:45-13:45	Lunch break	
Chair: Klaus P. Schneider		
13:45-14:45	Keynote lecture by **Christopher J. Hall (York)** *The many meanings of* English*: An ontological framework for Applied English Linguistics*	
14:45-15:15	Coffee break	

Saturday, 5 May 2018		
Chair: Pawel Sickinger		
15:15-15:45	Carolin Zehne (Bielefeld)	*Developing English as a lingua franca inspired teaching practices in a multi-perspective view*
15:45-16:15	Friederike Sell (Bonn)	*Qualities of EFL speakers' elicited requests and thanks responses: Indicative of the quality of L2 pragmatic production?*
16:15-16:30	Klaus P. Schneider	Conference closing

Poster Presentations	
Hairi Chung	*Apologies in Korean and American English: An analysis of gender and cultural differences*
Alexandra Dey	*How do the realisation strategies of dating advertisements differ according to gender differences in German and British English?*
Alisa Kim	*Can you learn German from American series? German requests in German series and American series translated into German*
Marina Pérez	**"No problema": Responding to thanks in Spanish*
Dominik Schoppa	*Gender differences in politeness in Polish advice-giving on an internet discussion forum*
Fabio Seiler	*Sex differences in the description of the desired other in online dating ads*
Thorsten Tepper	*'No worries, mate!' Replying to apologies in British English*
Friederike Zahn	Ekelhaft! Unbelievable… *The realisation of American English and German online complaints on TripAdvisor*
Yuan Zhong	*Critical Discourse Analysis of Lee Kuan Yew's responses on* Yang Lan One-on-One *and* Charlie Rose Interview

Academic writing in Ghana: Hedging by advanced L2 users of English

Jacinta Edusei (Chemnitz)

Jacinta Edusei is a Ghanaian PhD candidate at the Technical University of Chemnitz in Germany under the sponsorship of Katholischer Akademischer Ausländer Dienst (KAAD). She holds a Bachelor of Arts Degree in English and French from Kwame Nkrumah University of Science and Technology (KNUST), Kumasi, Ghana; a Diploma in Education from the University of Education Winneba, Ghana and a Master of Philosophy degree in French Linguistics also from KNUST. She worked as a Teaching Assistant at the Department of Modern Languages in KNUST, Kumasi and as a Part-Time Lecturer at Alliance Française in Kumasi, Ghana. She speaks English, French and German. Her research interests include textual analysis, communication skills, language variation and culture, academic writing and pragmatics. Her current research focuses on academic writing in Ghana.

In recent times, a lot of research has been carried out on hedging in different genres and disciplines with specific focus on academic English. The present research investigates the use of hedging devices by advanced L2 users of English in Ghana. Studies by Hyland (1995) showed that L2 students often transfer hedging strategies from their L1, irrespective of language proficiency level. The study draws on the classification of hedging devices (lexical and strategic) by Hyland (1998) and employs both qualitative and quantitative (using AntConc) approaches. Due to the difficult compilation process, different sections of the Corpus of Ghanaian academic English (CGhAE) can be compared to other databases, not only to different parts of the International Corpus of English (ICE) Ghana:

MA theses collected from online repositories of two public universities in Ghana (University of Cape Coast and Kwame Nkrumah University of Science and Technology) can be compared to similar collections (like the one from Stellenbosch in Schmied 2012); academic papers or books written by experts or non-students to parts of the Cameroon Corpus (Nkemleke, 2011); student essays with that of native speakers in British Academic Written English (BAWE; Alsop, Sian and Nesi, 2009).

The first results suggest that L1 influences can be traced only in early writings, that female students prefer other types of hedging than male students, that Ghanaian students actually use more and different types of hedging than native British students and that the difference between the MA theses and the academic papers is not significant. While some of these findings correspond to previous research (Nkemleke, 2011; Beyer, 2012; Musa, 2014), others are difficult to interpret.

Alsop, S., & Nesi, H. (2009). Issues in the development of the British Academic Written English (BAWE) corpus. *Corpora, 4*(1), 71-83.

Beyer, D. (2012). Gender and hedging in academic writing: A comparison of gender-preferential usage of hedges in ESL learners' magister theses. Unpublished BA Thesis. Chemnitz University of Technology.

Hyland, K. (1995). The author in the text: Hedging in scientific writing. *Hong Kong Papers in Linguistics and Language Teaching, 18*, 33-42.

Hyland, K. (1998). *Hedging in scientific research articles*. Amsterdam/ Philadelphia: John Benjamins.

Musa, A. (2014). Hedging in English and chemistry master's theses in the University of Cape Coast. *Journal of ELT and Applied Linguistics, 2*(3), 53-71.

Nkemleke, D. (2011). *Exploring academic writing in Cameroon English: A corpus-based perspective*. Göttingen: Cuvillier.

Schmied, J. (2012). Academic knowledge presentation in MA thesis: From corpus compilation to case studies of disciplinary conventions. *Brno Studies in English, 38*(2), 149-166.

Friday, 4 May 2018 | 14:45 – 15:15

Attitudes of German high school students toward different varieties of English

Phillip Meer, Johanna Hartmann, Dominik Rumlich (Münster)
Philipp Meer is a research assistant at the Chair of English Linguistics at Muenster University. His research focuses on World Englishes, language attitudes, and socio- and acoustic phonetics.

Johanna Hartmann is a research assistant at the Chair of Variation Linguistics at Muenster University. Her research interests are in language (attitudes) and mobility, Global Englishes, and sociolinguistics.

Dominik Rumlich holds a PhD in TEFL from the University of Duisburg-Essen and is currently junior professor for TEFL at Muenster University. His areas of research include CLIL, assessment, and affective-motivational determinants of language learning.

The importance of a World Englishes (WE)-informed approach in English Language Teaching (ELT) has been emphasized by several scholars (Görlach 2002:164-166; Bieswanger 2008; Davydova et al. 2013; Sung 2015; Matsuda & Matsuda 2018). For Germany, studies in the educational domain have shown that World Englishes are nonetheless still underrepresented in ELT (Bieswanger 2008, 2012; Grau 2009; Kautzsch 2014). Generally, only a limited amount of research exists on the status of WE in ELT in Germany; especially school students' attitudes toward WE are currently underresearched, despite the necessity to consider learners' perspectives to apply WE-informed pedagogical innovations successfully (Sung 2015).

This paper investigates the overt and covert attitudes of 160 German advanced high school students toward different varieties of English by means of a mix of attitude elicitation methods that includes open direct questions, a folklinguistic approach, label ratings, and a verbal guise experiment with a nationality identification task. In the two latter components, informants were asked to rate labels and speakers of British, American, German, Indian, and African (Kenyan) English.

First, multivariate analyses revealed that informants are most familiar with British and American English and considerably less so with other varieties. Second, British, and to a slightly smaller degree, American English are clearly perceived as the two standard reference norms, both overtly and covertly. However, third, the analyses also revealed more fine-grained attitudinal dispositions: both overtly and covertly, the included ESL (English as a Second Language) varieties were viewed negatively for competence, professionality, and intelligibility while German English received more neutral ratings in this regard. In contrast, a reverse pattern was observed in the perception of arrogance. For social attractiveness overall, all varieties were rather undifferentiated and viewed positively, only German English was rated negatively.

Bieswanger, M. (2008). Varieties of English in current English language teaching. *Stellenbosch Papers in Linguistics, 38*, 27–47.

Bieswanger, M. (2012). Varieties of English in the curriculum. In A. Schröder, U. Busse & R. Schneider (Eds.), *Codification, canons and curricula*: *Description and prescription in language and literature* (pp. 359–371). Bielefeld: Aisthesis.

Davydova, J., Maier, G., & Siemund, P. (2013). Varieties of English in the EFL classroom setting. In K. Bührig & B. Meyer (Eds.), *Transferring linguistic know-how into institutional practice* (Hamburg Studies on Multilingualism) (pp. 81–94). Amsterdam: Benjamins.

Görlach, M. (2002). *Still more Englishes* (Varieties of English Around the World G28). Amsterdam: Benjamins.

Grau, M. (2009). Worlds apart? English in German youth cultures and in educational settings. *World Englishes, 28*(2), 160–174.

Kautzsch, A. (2014). English in Germany: Spreading bilingualism, retreating exonormative orientation and incipient nativization? In S. Buschfeld, T. Hoffmann, M. Huber & A. Kautzsch (Eds.), *The evolution of Englishes*: *The Dynamic Model and beyond* (Varieties of English Around the World G49) (pp. 203–217). Amsterdam: Benjamins.

Matsuda, A. & Matsuda, P. K. (2018). Teaching English as an international language: A WE-informed paradigm for English language teaching. In E. L. Low & A. Pakir (Eds.), *World Englishes*: *Rethinking paradigms* (Routledge Studies in World Englishes) (pp. 64–77). London: Routledge.

Sung, C. C. M. (2015). Exposing learners to Global Englishes in ELT: Some suggestions. *ELT Journal, 69*(2), 198–201.

Friday, 4 May 2018 | 15:15 – 15:45

Collocations in authorised EFL material in Germany

Anna-Katharina Scholz (Bonn)
Anna-Katharina Scholz is a Research Assistant in the Department of English, American and Celtic Studies at the University of Bonn, where she is currently also working on her PhD. The project investigates how the acquisition of collocations in the foreign language classroom can be facilitated through a modification of the learning/teaching materials used. Before coming to Bonn, she studied at the University of Erlangen-Nürnberg, where she obtained her Master's Degree in English Studies with a focus on Applied Linguistics. Apart from language acquisition, her research interests include language processing and storage, phraseology as well as language variation.

In order to account for the fact that even advanced learners of English lack sufficient collocational knowledge for productive purposes, this paper sets out to explore whether the learning and teaching materials used in the EFL classroom in secondary schools in Germany facilitate the acquisition of collocations.

Although a few studies have investigated the treatment of collocations in actual textbooks (cf. Jiang 2009, Brown 2010, Tsai 2015) no systematic, empirical analysis of collocational information provided by those materials has been carried out yet. This could be explained by the fact that the findings will be restricted to a relatively small population and therefore will not possess general validity. Nevertheless, it constitutes a first step in the attempt of uncovering whether learners stand a chance of acquiring collocational knowledge based on their material in the first place. Following Bybee's notion of chunking, for which repetition is the basic requirement (cf. Bybee 2010: 34-37), the vocabulary sections deserve special attention as it is here that active and deliberate vocabulary study takes place. Therefore, to facilitate learning, collocations should be listed in this area.

Due to the lack of a national curriculum in Germany, the analysis was restricted to the textbooks authorised in Bavarian secondary schools, i.e. *English G* and *Green Line New*. Noun-based collocations in the vocabulary sections of the textbooks for grades 9 and 10 were extracted and compared to the instances found in the accompanying unit text and exercise sections as well as the teachers' books.

The results show that the textbooks do include collocations, but they are either typically found outside the vocabulary sections (esp. *Green Line*) or displayed in a way that is not user-friendly (esp. *English G*). Therefore, this study provides evidence that the authorised learning materials do not facilitate the acquisition of collocational knowledge to a sufficient extent.

Brown, D. (2010). What aspects of vocabulary knowledge do textbooks give attention to? *Language Teaching Research, 15*(1), 83 97.

Bybee, J. (2010). *Language, usage and cognition.* Cambridge: Cambridge University Press.

Jiang, J. (2009). Designing pedagogic materials to improve awareness and productive use of L2 collocations. In A. Barfield and H. Gyllstad (Eds.), *Researching collocations in another language: Multiple interpretations* (pp. 99-113). Basingstoke: Palgrave Macmillan.

Tsai, K.-J. (2015). Profiling the collocation use in ELT textbooks and learner writing. *Language Teaching Research, 19*(6), 723-740.

Friday, 4 May 2018 | 15:45 – 16:30 | Poster session

| Apologies in Korean and American English: An analysis of gender and cultural differences |

Hairi Chung (Bonn)

Hairi Chung is enrolled in the Master's program Applied Linguistics at the University of Bonn and holds a Bachelor's degree in English Education from Hankuk University of Foreign Studies, South Korea. She also studied at Stony Brook University, USA and University of Marburg, Germany as an exchange student. Her research interests include foreign language teaching and learning, cross-cultural pragmatics and business communication.

In the field of cross-cultural pragmatics, a large number of studies concerning the act of apologizing have been conducted (e.g. Blum-Kulka et al. 1989). The majority of studies focus on Western languages and cultures in particular, whereas researchers give relatively small attention to Asian languages and cultures. To redress the balance and provide a broader view on the act of apologizing cross-culturally, this paper discovers the possible differences in expressing apologies between Korean native speakers and American English native speakers in terms of apologetic strategies and realizations. In order to analyze the act of apologies between the two languages, Discourse Completion Tasks (DCT) are distributed to 20 Korean and 20 American English speakers. The distinctive differences in apologies between Korean speakers and American English speakers are discussed regarding cultural values (cf. Wierzbicka 2010). The results show that Korean speakers tend to produce apologetic utterances more frequently and give more detailed reasons why the offenses occurred. Interestingly, the Korean speakers use more recovering strategies to compensate for their offenses, yet these strategies occur more often when the social distance between speaker and hearer is high. Furthermore, in terms of apologetic realizations, Korean speakers add intensifiers in many cases to express a high degree of regret and sincerity due to its significance in the Korean culture.

Blum-Kulka, S., House, J., & Kasper, G. (1989). 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, NJ: Ablex.

Byon, A. S. (2005). Apologizing in Korean: Cross-cultural analysis in classroom settings. *Korean Studies, 29*(1), 137–166.

Wierzbicka, A. (2010). Cultural scripts and intercultural communication. In A. Trosborg (Ed.), *Pragmatics across Languages and Cultures* (pp. 43–78). Berlin: Mouton de Gruyter.

Friday, 4 May 2018 | 15:45 – 16:30 | Poster session

| How do the realisation strategies of dating advertisements differ according to gender differences in German and British English? |

Alexandra Dey (Bonn)

Alexandra Dey is a student of the Master's program Applied Linguistics at the University of Bonn. She completed her Bachelor's degree at the University of Marburg in the program "Sprache und Kommunikation" in 2017. During her master's studies in Bonn, she developed interests for the research fields in intercultural communication and psycholinguistics.

The goal of this study is to analyse how the realisation strategies of dating advertisements differ according to gender in German and British English. Dating advertisements of a German and a British English dating website were analysed in the context of constructing identities. The question to be answered is how the advertisers construct their own and their prospective partner's identities. A balanced sample from the two sections 'Male seeks Female' and 'Female seeks Male' was used for this purpose, consisting of 60 dating advertisements in total. This corpus was searched for formulations which have been claimed to be typical for the construction of identities in previous studies contributing to this field. For example, these formulations include adjectives like "attractive" or "kind" used to describe attributes of an individual (Coupland 1996; Bakar 2014). For the analysis of the gathered data, the corpus program AntConc was used

to support the process, but the number of search hits was quite low. Still the findings allowed to note that in German as well as in British English male people tend to describe the attributes and characteristics of their prospective partner more precisely and directly than women do, which has also been found in previous work (Marley 2008). Regarding the description of the self, both men and women listed a large variety of different aspects about their own identity; particular gender-related patterns could not be found.

Bakar, K. A. (2014). Attitude and Identity Categorizations: A Corpus-based Study of Gender Representation. *Procedia - Social and Behavioural Sciences, 112*, 747–756.

Coupland, J. (1996). Dating Advertisements: Discourse of the commodified self. *Discourse & Society, 7*(2), 187–207.

Marley, C. (2008). Assuming identities: The workings of intertextual metaphors in a corpus of dating ads. *Journal of Pragmatics, 40*, 559–576.

Friday, 4 May 2018 | 15:45 – 16:30 | Poster session

Can you learn German from American series? German requests in German series and American series translated into German

Alisa Kim (Bonn)
Alisa Kim is an M.A. student of Applied Linguistics at the University of Bonn. She holds a bachelor's degree in theoretical and applied linguistics from Moscow State Linguistic University (Russia). Based on her own experience in teaching English and learning other languages using interactive software and fictional material, her research interests include the use of these resources by learners of foreign languages and the ways in which they can contribute to established teaching practices.

Speech acts are an important part of intercultural communication especially for L2 speakers. Huth (2010) stresses in his work that grammar and vocabulary are only part of "polite or culturally specific verbal behaviour" (p. 156). To acquire this knowledge students often turn to fictional material. However, original content might be less entertaining or unavailable for learners of German. American films and series translated (or dubbed) in German might give them the exposure they need. It is not yet clear to what extent some of the features of a language get lost due to the process of dubbing (Hernández Bartholomew & Mendiluce Cabrera 2005: 93). Moreover, several studies point at differences between realization patterns of requests in English and German (e.g. Blum-Kulka, House & Kasper 1989), which can impact the process of translation. This paper focuses on German requests in a German original series and an American series dubbed in German to find out which request strategies and lexical modifications are used in original and dubbed series. The series were chosen according to their popularity and availability on the online platforms Netflix and Amazon Prime Videos and their genre (crime, comedy, drama). The results show that the distribution of strategies is similar, with mood derivable being the most frequent in both data sets. Only minor differences on account of social power between speakers were observed. Lexical modifications were found in more than half of all requests in the original German series and only in approximately a quarter of requests from the dubbed series. In both data sets downgraders were used significantly more often than upgraders. The study suggests that original and dubbed series share similar characteristics, but some of the typical features of German requests were not observed in the American series dubbed in German.

Blum-Kulka, S., House, J., & Kasper, G. (1989). Investigating cross-cultural pragmatics: An introductory overview. In S. BlumKulka, J. House & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 1–34). Norwood, N.J.: Ablex.

Hernández Bartolomé, A. I., & Mendiluce Cabrera, G. (2005). New trends in audiovisual translation: The latest challenging modes. *Miscelánea: A journal of English and American studies 31*, 89 – 137.

Huth, T. (2010). Intercultural competence in conversation: Teaching German requests. *Die Unterrichtspraxis/Teaching German 43*(2), 154-166.

Friday, 4 May 2018 | 15:45 – 16:30 | Poster session

<div style="border:1px solid black; text-align:center;">

*"No problema": Responding to thanks in Spanish

</div>

Marina Pérez (Bonn)
Marina Pérez is a first-year student of the Master's program Applied Linguistics at the University of Bonn. During her Bachelor, she focused on Language and Communication studies, and wrote her thesis on the bilingual primary education system of Madrid. Her areas of research interest include Second Language Acquisition and Foreign Language Teaching.

As speakers of any language, we are committed to the linguistic choices we make as individuals and as members of a community. When responding to thanks, our decisions can be crucial to maintain or destroy the balance or "rapport" (Spencer-Oatey, 2000) of any social interaction; they are Face Threatening Acts (Brown & Levinson, 1987). Moreover, responses to thanks can be quite formulaic, and their usage greatly differs even within the same language. Although it is an area of pragmatics that has already been investigated, given the amount of intra and inter language we can expect, there is ample opportunity for further research. In this paper, we coded and analysed responses to gratitude from 20 native Spanish speakers and 20 native German speakers with Spanish as a foreign language with a proficiency of B2 to C1, which were collected using Discourse Completion Tasks (DCTs). The informants were students from the University of Cologne (Germany) and the Autónoma Madrid University (Spain). Using the field of Variational Pragmatics (Schneider & Barron, 2005) as a reference and placing the focus on the micro-social factors of power and distance, some of the major differences between both groups of speakers are presented. The data shows that the native Spanish speakers prefer using the utterance "De nada" (You're welcome) for the majority of the situations presented in the DCTs (49,16%), while the FL native German speakers use a much more varied range of responses, some of them even being unique to their group, like the title of the paper, *"No problema". The linguistic strategies that informants employed for their answers could contribute positively to the field of Foreign Language Teaching.

Brown, P & Levinson S. C. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.

Schneider, K. P., & Barron, A. (2008). *Variational Pragmatics: A Focus on Regional Varieties in Pluricentric Languages*. Amsterdam: John Benjamins.

Spencer-Oatey, H. (Ed.) (2000). *Culturally speaking: Managing rapport through talk across cultures*. A&C Black.

Friday, 4 May 2018 | 15:45 – 16:30 | Poster session

<div style="border:1px solid black; text-align:center;">

Gender differences in politeness in Polish advice-giving on an internet discussion forum

</div>

Dominik Schoppa (Bonn)
Dominik Schoppa is a first-year M.A. student of Applied Linguistics at Bonn University. He holds a B.A. degree in English Studies and Media Sciences and has investigated selected pragmatic phenomena of appointment cancellations in his final thesis. While working as a student assistant at the Chair of English Linguistics at Bonn University, he was further involved in multiple research projects examining morphological and syntactic features of Early African American English. Apart from pragmatics, further research interests include psycholinguistics, neurolinguistics, and identity construction through language.

This study examines politeness and pragmatic differences across recipient gender in Polish advice-giving on an internet discussion forum. The data were retrieved from two discussion threads on the Polish online forum netkobiety.pl in which participants address the topic of cheating on one's own spouse. The sample

consists of 123 instances of advice-giving (80 towards a male advice seeker, 43 towards a female advice-seeker) within 40 contributions to the two discussions (25 towards male, 15 towards female). Largely based on Hampel (2015), advisory moves were analyzed according to both form and content, with a focus on directness and topic of advice respectively. Results of form-based analyses show an overall preference for direct strategies, but also depict variation across recipient gender: advice towards the male recipient was given more directly, while the female recipient was addressed more often through conventionalized forms or indirect strategies. Content-based analyses yielded that both *Advice inviting action* and *Advice inviting introspection* were preferred in the overall dataset – recipient gender differences were marginal. *Sarcasm* occurred rather infrequently and was employed more often towards the male recipient, and rare instances of *Accept situation/Bear consequences* were directed at the female advice-seeker exclusively. Discussing the results in the light of the politeness model for Polish by Ożóg (2001), form-based analyses suggest a possible connection between directness and politeness. Direct strategies often imply interpersonal closeness between the advice-giver and the advice-seeker, while indirect strategies tend to hint at a stance of indifference towards the advice-seeker's problem. Contentwise, it is argued that politeness is achieved through expressing genuine desire to help, which is found to be implicit in *Advice inviting action* and *Advice inviting introspection*. Conversely, instances of *Accept situation/Bear consequences* appear rather impolite as they reveal the advice-giver's disinterest. Finally, *Sarcasm* is interpreted as intentionally impolite behavior facilitated by the specific communicative setting within computer-mediated communication (Hardaker 2010).

Hampel, E. (2015). "Mama Zimbi, pls help me" – Gender differences in (im)politeness in Ghanaian English advice-giving on Facebook. *Journal of Politeness Research, 11*(1), 99–130.

Hardaker, C. (2010). Trolling in asynchronous computer-mediated communication: From user discussions to academic definitions. *Journal of Politeness Research, 6*(2), 215–242.

Ożóg, K. (2001). Uwagi o współczesnej polskiej grzeczności językowej. In: Ożóg, K. (Ed.). *Polszczyzna przełomu XX i XXI wieku: Wybrane zagadnienia* (pp. 73–84). Rzeszów: Wydawnictwo „Otwarty Rozdział".

Friday, 4 May 2018 | 16:30 – 17:00

> **Interactional linguistics meets functional pragmatics: Linguistic action patterns in EFL cooperative learning sequences**

Peter Schildhauer (Bielefeld)
Peter Schildhauer gained his PhD with a media linguistic study on the history of personal blogs. He works as a lecturer in TEFL/English Linguistics at Bielefeld University. His current research interests include teacher-student interaction in TEFL settings, inclusive English teaching and media linguistics.

Recently, teaching methods from the paradigm of cooperative learning (e.g. jigsaw puzzle, placemat and others) have been suggested as one possible key to teaching English in diverse learner groups. While numerous studies have shown the positive effects of these methods (Heckt 2009), the various communicative challenges that arise for EFL teachers during the learner-centred phases of cooperative learning have not been researched yet. In fact, Seedhouse's (2004) call for detailed studies of the interaction in EFL instructional settings has recently been renewed, in particular regarding learner-centred phases (Schwab & Schramm 2016).

The talk addresses this research gap on the basis of video- and audio data from the pilot phase of the MaCLeDEC1 * project (Schildhauer in press), a corpus of four lessons conducted in an EFL classroom in Germany. The talk pursues the following questions:

1. What are the communicative tasks that the teacher in this classroom is faced with during cooperative learning phases?

2. What linguistic action patterns underlie interaction sequences in which the teacher is asked to provide individual support?

In order to provide (preliminary) answers to these questions, the talk combines the distinct foci of multimodal Interactional Linguistics (e.g. Kupetz 2011; Couper-Kuhlen & Selting 2017) and Functional Pragmatics (e.g. Redder 2008) on communicative practices (sensu Deppermann et al. 2016). It will be argued that this rather uncommon combination of approaches yields interesting insights into the interactional architecture of cooperative phases in EFL teaching, which may provide new incentives for EFL teacher training (Schmitt & Putzier 2017).

* MacLeDEC=Managing Cooperative Learning in Diverse EFL Classrooms

Couper-Kuhlen, E. & Selting, M. (2017). *Interactional linguistics*: *Studying language in social interaction*. Cambridge: CUP.

Deppermann, A., Feilke, H., & Linke, A. (2016). Sprachliche und kommunikative Praktiken. Eine Annäherung aus linguistischer Sicht. In A. Deppermann, H. Feilke & A. Linke (Eds.), *Sprachliche und kommunikative Praktiken* (pp. 1–24). Berlin: De Gruyter.

Heckt, D. H. (2009). Kooperatives Lernen. In M. Becker-Mrotzek (Ed.), *Mündliche Kommunikation und Gesprächsdidaktik* (pp. 264–277). Baltmannsweiler: Schneider-Verl. Hohengehren.

Kupetz, M. (2011). Multimodal resources in students' explanations in CLIL interaction. *Novitas-ROYAL*, *5*(1), pp. 121–142.

Redder, A. (2008). Functional pragmatics. In G. Antos, E. Ventola & T. Weber (Eds.), *Handbook of interpersonal communication* (pp. 133–177). Berlin: Mouton de Gruyter.

Seedhouse, P. (2004). *The interactional architecture of the language classroom. A conversation analysis perspective*. Malden, MA: Blackwell.

Schildhauer, P. (in press). *Brain, book, buddy, boss:* Eine Fallstudie zur lehrerseitigen Begleitung kooperativen Lernens im Englischunterricht einer inklusiven 5. Klasse. In L. Schäfer & K. Verriere (Eds.), *Interaktion im Klassenzimmer* (page numbers tba). Wiesbaden: Springer.

Schmitt, R. & Putzier, E.-M. (2017). Multimodal-interaktionsräumliche Grundlagen de-facto-didaktischen Handelns im Unterricht. In G. Schwab, S. Hoffmann & A. Schön (Eds.), *Interaktion im Fremdsprachenunterricht. Beiträge aus der empirischen Forschung* (pp. 151–172). Münster: LIT.

Schwab, G. & Schramm, K. (2016). Diskursanalytische Auswertungsmethoden. In D. Caspari, F. Klippel, M. Legutke & K. Schramm (Eds.), *Forschungsmethoden in der Fremdsprachendidaktik. Ein Handbuch* (pp. 280–296). Tübingen: Narr Francke Attempto Verlag.

Keynote

Cognitive grammar meets task-based language teaching

Susanne Niemeier (Koblenz)

Susanne Niemeier studied English and French for secondary schools, did her 2-year internship at a "Gymnasium" in Northern Germany and gained her PhD in English linguistics in 1990, supervised by René Dirven. She then worked several years at the University Duisburg and in 2007 started an assistant professorship at the University Bremen with a focus on foreign language teaching methodology, where she passed her "Habilitation" with the double denomination "Foreign language teaching methodology and applied linguistics". From 2002 onwards, she has been a full professor in these two areas at the University Koblenz-Landau, Campus Koblenz in the English Department. Her main research interests include cognitive grammar, metaphor, metonymy, cultural linguistics and sociolinguistics and the relation of these areas to foreign language teaching. She was the president of the German Cognitive Linguistics Association from 2012 – 2014.

Due to the fact that task-based language teaching (TBLT) has developed from communicative language teaching, which generally shies away from focusing on grammar, it should not come as a surprise that grammar does not rank very highly in TBLT either. Although some researchers, such as Willis & Willis (2007), recommend to add an appendix to TBLT lessons, a so-called 'language focus', grammar seems to be more of a necessary evil than an integral part of the lesson. In line with Niemeier (2017), this contribution argues instead that grammar instruction can and should find a regular place within TBLT lessons and should be integrated into and cooperate with the communicative topic of the lesson. The grammar approach that offers itself for such an integration is cognitive grammar (CG), which sees grammar as meaningful – and what is meaningful can be explained (cf. Langacker 2013, Tyler 2012). CG explanations do not work with rules and exceptions but with prototypical instances of language use and less prototypical ones, which can be traced back to the prototypes and are therefore still explainable. The talk first scrutinizes the role of grammar in TBLT lessons and argues that a grammatical topic can stand side by side with the communicative topic in a TBGT lesson and is thus not isolated from the rest of the lesson. As further steps, the connection between TBLT and CG is outlined, the necessary steps for planning a task-based grammar lesson are presented and two examples are provided. All examples relate to the teaching of English to German learners.

Langacker, R. W. (2013). *Essentials of cognitive grammar.* Oxford: Oxford University Press.

Niemeier, S. (2017). *Task-based grammar teaching*. Tübingen: Narr.

Tyler, A. (2012). *Cognitive linguistics and second language learning: Theoretical basics and experimental evidence*. London: Routledge.

Willis, D., & Willis, J. (2007). *Doing task-based teaching.* Oxford: Oxford University Press.

Saturday, 5 May 2018 | 09:00 – 09:30

Functions of *I don't know:* A corpus comparison of Irish English and Canadian English

---

Sophie Decher (Bonn)

Sophie Decher obtained her B.A. in anthropology with a minor in French and a French-English translation certificate from American University in Washington, D.C. in 2014. She is currently a second semester student in the Master's program in Applied Linguistics at the University of Bonn. Her main research interests are phonetics, bilingualism, second language acquisition, and computer-mediated communication.

The phrase *I don't know* and its variants (IDK) have been widely studied and found to have different context-dependent functions in both English and other languages (e.g. Helmer et al. 2016; Diani 2004). There is less research, however, that explores possible intralingual variation of IDK usage. The current study compares the use of the utterance in informal spoken Canadian English and Irish English, two inner circle varieties (cf. Kachru 2006). Using two subcorpora from the ICE-Canada and ICE-Ireland corpora, a total of 200 instances of IDK were coded for function, sentence position, and co-occurring discourse markers. Results indicate that IDK has the same range of functions in both varieties. The utterance is used most often as an epistemic hedge (cf. Weatherall 2011) in the Canadian English subcorpus, however, while in the Irish English subcorpus, it is more frequently used as a marker of insufficient knowledge (cf. Tsui 1991). In both varieties, when IDK is used as an epistemic hedge, it shows a preference for sentence-initial or sentence-medial position, while as a marker of insufficient knowledge, it more often makes up a complete utterance on its own. IDK most frequently occurs with the discourse marker *I mean* in both varieties, but *so* was only used by the Irish English speakers, while *you know* was only found in the Canadian English subcorpus. This study may have implications for L2 learners of English, who can benefit from knowledge of inter-variational target language differences.

Diani, G. (2004). The discourse functions of I don't know in English conversation. In K. Aijmer & A.-B. Stenström (Eds.), *Discourse patterns in spoken and written corpora* (pp. 157–170). Amsterdam/Philadelphia: John Benjamins.

Helmer, H., Reineke, S., & Deppermann, A. (2016). A range of uses of negative epistemic constructions in German: ICH WEIß NICHT as a resource for dispreferred actions. *Journal of Pragmatics, 106*, 97–114.

Kachru, B. B. (2006). Standards, codification, and sociolinguistic realism: The English language in the outer circle. In K. Bolton & B. B. Kachru (Eds.), *World Englishes: Critical concepts in linguistics, Volume 3* (pp. 241–255). London/New York: Routledge.

Tsui, A.B.M. (1991). The pragmatic functions of I don't know. *Text, 11*(4), 607–622.

Weatherall, A. (2011). I don't know as a prepositioned epistemic hedge. *Research on language and social interaction, 44*(4), 317–337.

Saturday, 5 May 2018 | 09:30 – 10:00

Hedging in newspaper editorials: A corpus-based study in variational pragmatics

---

Ann-Kathrin Krane (Bonn)

Ann-Kathrin Krane is a first-year student in the Master's programme Applied Linguistics at the University of Bonn. She holds a Bachelor's degree in Modern Languages, Cultures and Business Studies with a focus on English and French from the University of Gießen. Her research interests include English for Specific Purposes, workplace communication as well as language learning and teaching.

In argumentative writing, features of stance such as hedges can be helpful tools to get a message across without threatening the reader's face (Clancy 2011: 17). Much of the research done so far has focused on the use of hedges in academic essays in a specific language. Studies suggest, however, that the use of interactional features might get influenced by the author's social and cultural background (e.g. Barron & Schneider 2009; Goddard 2012). Taking into account findings from variational pragmatics and

ethnopragmatic research, the current study tries to find out if there is intralingual variation in the use of hedges, the research question being: Is there a difference in the frequency and communicative function of hedges in newspaper editorials between English English and American English? For this purpose, two self-compiled corpora from the opinion sections of the *The New York Times* and *The Guardian* consisting of 30 editorials each were analysed and searched for strategies of hedging. The results showed no significant differences: Hedges were used with similar frequency and for similar purposes in both regional varieties of English. Future studies will need to take into account a larger variety of texts in order to verify or falsify tendencies found in the data at hand. With hedges and other interactional devices being part of writer's genre knowledge (Aull & Lancaster 2014: 152), studies in variational pragmatics focusing on the use of particular linguistic devices like the present one can be valuable in helping learners and professionals to further develop their writing skills and adapt their language use to individual communicative settings.

Aull, L.L., & Lancaster, Z. (2014). Linguistic markers of stance in early and advanced academic writing: A corpus-based comparison. *Written Communication, 31*(2), 151–183.

Barron, A., & Schneider, K.P. (2009). Variational pragmatics: Studying the impact of social factors on language use in interaction. *Intercultural Pragmatic*s, 6(4), 425–442.

Clancy, B. (2011). Complementary perspectives on hedging behaviour in family discourse: The analytical synergy of variational pragmatics and corpus linguistics. *International Journal of Corpus Linguistics, 16*(3), 371–390.

Goddard, C. (2012). Early interactions in Australian English, American English, and English English: Cultural differences and cultural scripts. *Journal of Pragmatics* 44, 1038–1050.

Saturday, 5 May 2018 | 10:00 – 10:30

> **"Looking for that special soulmate – 68": Age differences in self-presentation strategies in South African online dating advertisements**

Viviane Kolberg (Bonn)

Viviane Kolberg is a Master's student of Applied Linguistics at the University of Bonn. She obtained her Bachelor's degree from the University of Rostock where she studied English and American Studies and developed a strong interest in cultural studies, specifically identity studies, next to her interest in historical linguistics, contrastive and variational pragmatics.

How would you describe yourself when publishing a dating ad? What aspects of yourself would you highlight? Your job, your family, your personality? - Dating ads are self-promotional texts which is why they are a prime site to study identity construction. Due to the popularity of dating ads, there has been numerous research that investigated the genre (e.g. Coupland 1996) and identity has been of special interest to many researchers. However, researchers mainly focused, first of all, on printed dating ads (Coupland 2000); and on gender (Cicerello & Sheehan 1995), sexual orientation (Smith & Stillmann 2002) and relationship goals (Morgan et al. 2016) as variables that influence the advertiser's identity work. This is why the current study focuses on how age as a demographic factor influences identity constructions in online dating ads.

A corpus of 60 South African online dating ads from the website Locanto.co.za, thirty each for the age groups 20-30 and 40+, was been compiled and coded for various self-presentation strategies. The corpus analysis revealed that older advertisers rather identified themselves based on their age, their career, solvency or status and their ethnicity, whereas younger advertisers rather identified themselves over their personality and behavioural traits.

Moreover, the results indicated major differences in the use of self-presentation strategies of younger and older advertisers when it comes to the variable gender. Younger females rather constructed their identities around their appearance and their interests, older female advertisers on the other hand around their age, career and ethnicity. Younger males identified themselves based on their personality and behavioural traits, whereas older male advertisers identified themselves based on their appearance and their career, status or solvency.

Cicerello, A. & Sheehan, E.P. (1995). Personal advertisements: A content analysis. *Journal of Social Behaviour and Personality, 10*, 751–756.

Coupland, J. (1996). Dating advertisements: Discourses of the commodified self. *Discourse & Society, 7*, 187–207.

Coupland, J. (2000). Past the "perfect kind of age"? Styling selves and relationships in over-50s dating advertisements. *Journal of communication, 50*, 9–30.

Morgan, E., Richards, T., & VanNess, E. (2010). "Comparing Narratives of Personal and Preferred Partner Characteristics in Online Dating Advertisements". *Computers in Human Behavior, 26*(5), 883-888. doi: 10.1016/j.chb.2010.02.002

Smith, C. A., & Stillman, S. (2002). What do woman want? The effects of gender and sexual orientation on the desirability of physical attributes in the personal ads of women. *Sex Roles, 46*, 337–342.

Saturday, 5 May 2018 | 10:30 – 11:15 | Poster session

Sex differences in the description of the desired other in online dating ads

Fabio Seiler (Bonn)

Fabio Seiler is a Master's student in Applied Linguistics at the University of Bonn. Previously, he completed a bachelor's degree in International Communication and Translation at the University of Hildesheim. For his bachelor's thesis, he conducted research on humour and jokes from the perspective of Script theory. His current research interests include linguistic aspects of human partner selection in online dating ads on the one hand, and translation studies on the other, especially aspects of translation related to digital media.

For a lot of people, online dating has become an indispensable tool for finding and getting to know potential romantic partners. As such, this phenomenon has attracted the interest of researchers from a variety of fields, including linguistics (see e.g. Marley 2010) and the social sciences (see Buss, Shackelford, Kirkpatrick, and Larsen 2001, for instance). The present paper seeks to utilise online dating ads as a source of language data in order to take a linguistic approach to the study of sex differences in partner preferences, a subject that has traditionally been researched mostly from the perspective of evolutionary psychology (see e.g. Conroy-Beam, Buss, Pham, and Shackleford 2015). More specifically, this study attempts to investigate whether or not there are lexical and quantitative differences between heterosexual men and women concerning their stated requirements for a potential partner in online dating ads. For this purpose, a total of 50 online dating ads, 25 each from the *men seeking women* and *women seeking men* sections from the American classified ads website https://www.classifiedads.com was compiled and analysed in regard to the expression of traits which the advertisers considered desirable in a potential partner. It was found that women have an overall greater number of requirements for a potential partner than men. Both men and women place the most value on traits related to personality, while looks, ethnicity, and financial/marital status do not seem to play a big role for the informants of either sex. Perhaps surprisingly, only three men and three women made any reference to physical appearance at all. Furthermore, there seem to be lexical differences between the sexes in their description of the desired other, as only three items (*loving*, *honest,* and *God-fearing*) were highly frequent in both samples. This paper aims to contribute to the linguistic study of sex differences in partner preferences, and hopefully encourages more expansive research in this area, especially in a cross-cultural context.

Buss, D.M., Shackelford, T.K., Kirkpatrick, L.A., & Larsen, R.J. (2001). A half century of mate preferences: The cultural evolution of values. *Journal of Marriage and the Family, 63*, 491–503.

Conroy-Beam, D., Buss, D. M., Pham, M. N., & Shackelford, T. K. (2015). How sexually dimorphic are human mate preferences? *Personality and Social Psychology Bulletin, 41*(8), 1082–1093.

Marley, C. (2010). Interpersonal issues in the discourse of dating ads. In M. A. Locher, & S. L. Graham (Eds.), *Interpersonal pragmatics* (pp. 435–462). Berlin/New York: De Gruyter Mouton.

Saturday, 5 May 2018 | 10:30 – 11:15| Poster session

'No worries, mate!' Replying to apologies in British English

Thorsten Tepper (Bonn)

Thorsten Tepper is currently an MA student of Applied Linguistics at the University of Bonn. His bachelor studies consisted of English Studies and Skandinavistik, i.e. Scandinavian Studies, as two major subjects. The programme was started and finished at the University of Bonn, with a one-year stay at Linnéuniversitetet Växjö (Sweden) in between. His research interests include the study of pragmatics, rhetoric, and translation. More specifically, his work applies the above frameworks to British English varieties and Scandinavian languages.

This paper investigates responses to apologies in British English and how they are realised by female and male adult speakers. Responses to apologies are analysed within the framework of speech act theory and therefore within the field of pragmatics. Even though apologies as speech acts have been investigated in the past, studies on speech act responses have mostly concentrated on such responses given after compliments. Four written discourse completion tasks (DCTs) have been used to elicit the data from 20 female and 20 male participants between the ages of 18 and 40, all of which are native speakers of British English. Two of the DCTs ask the participant to respond to an apology made by a stranger; in the other two, the apologies are made by an acquaintance. The classification scheme for apology responses (ARs) has been adopted from Adrefiza and Jones' 2013 study on apology response strategies in Australian English and Bahasa Indonesian. Following their approach, the British English ARs are analysed on the macro- and micro-level to cover the main strategies and the sub-strategies they consist of. The results show that British English speakers accept apologies in most cases. No significant differences can be observed between the two speaker genders. Females, however, produce the highest number of rejections as ARs and males tend to be more elaborate, i.e. they use more micro-strategies. In general, the data challenges the stereotypes that females are more polite and indirect than males, which supports the findings of Adrefiza and Jones (2013). The British English data added to their Australian English and Bahasa Indonesian data provides a starting point for further research on ARs, for which the classification scheme used and modified in this study can be suggested.

Adrefiza & Jones, J.F. (2013). Investigating apology response strategies in Australian English and Bahasa Indonesia: Gender and cultural perspectives. *Australian Review of Applied Linguistics*, 36(1), 71–101.

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

Holmes, J. (1990). Apologies in New Zealand English. *Language in Society*, 19, 155–199.

Saturday, 5 May 2018 | 10:30 – 11:15| Poster session

Ekelhaft! Unbelievable… The realisation of American English and German online complaints on *TripAdvisor*

Friederike Zahn (Bonn)

Friederike Zahn is a first year M.A. student of Applied Linguistics at the University of Bonn. She previously attended Münster University where she obtained a Bachelor's degree in English and German philology. Next to Cross-Cultural Pragmatics, her research interests include the broad field of CMC interactions.

During the past few decades, computer-mediated communication has become a prominent research area. Unlike earlier papers which mainly identified medium-specific features in different kinds of CMC interactions, this paper contrasts products of CMC across different cultures. It thus explores a new perspective in cross-cultural research which, so far, mainly focused on elicited data (e.g. Blum-Kulka et al.

1989). The study therefore contrasts the distribution and combinations of different realisation strategies of online complaints across American English and German.

The data are taken from the online review platform *TripAdvisor* resulting in two language samples containing 50 negative reviews each. As prior cross-cultural analyses of the same speech act have already identified the level of directness as a crucial distinctive factor (House and Kasper 1981, Trosborg 1995) the data were coded for ten different realisation strategies relating to increasing levels of a complaint's directness. Since every negative review proved to encompass more than one instance of a complaint, the combination of different individual realisation strategies was also analysed and contrasted across the two languages. Refuting prior findings, the distribution of realisation strategies employed across the two samples did not indicate significant differences. The combination of individual strategies within one review, however, revealed language specific tendencies and even allowed the identification of prototypical patterns. These results, therefore, clearly illustrate the importance of combining well known analytical frameworks such as cross-cultural analysis with fairly new areas of research such as CMC. The findings suggest a commonly shared notion regarding the realisation of online complaints irrespective of their authors' cultural backgrounds. Yet, results also prove language specific tendencies and can thus easily be connected to the issues of identity and identity construction online.

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.

House, J., & Kasper, G. (1981). Politeness Markers in English and German. In: Columns, F. (Ed.) *Conversational Routine: Exploration in standardized communication situations and prepatterned speech* (pp. 157–158), The Hague: Mouton.

Trosborg, A. (1995*). Interlanguage Pragmatics: requests, complaints, and apologies.* Berlin: de Gruyter.

Saturday, 5 May 2018 | 10:30 – 11:15| Poster session

Critical Discourse Analysis of Lee Kuan Yew's responses on *Yang Lan One-on-One* and *Charlie Rose Interview*

Yuan Zhong (Bonn)

Yuan Zhong is a student in the M.A. program "Applied Linguistics" at the University of Bonn and obtained her Bachelor's degree at Guangdong University of Foreign Studies (China), majoring in English Linguistics. Her research interests include critical discourse analysis and political rhetoric, forensic linguistics, language in the workplace and language teaching and learning. She is specifically interested in the application of rhetorical devices in the field of politics and business.

In the context of critical discourse analysis (CDA), the former Prime Minister of Singapore Lee Kuan Yew's responses in two interviews have been analyzed in this paper. One interviewer was Lan Yang, from China, and the other was Charlie Rose, from the USA. In both interviews, issues of China were discussed. Taking Sino-US relationship as well as their roles around the world into consideration, PM Lee Kuan Yew was hypothesized to use differential strategies in responding to questions from these two reporters. In the framework of Norman Fairclough's critical discourse analysis, Halliday's systematic functional linguistics (SFL) as well as political rhetoric strategies, research questions of this study include the following: what are the features of Lee's responses? Which rhetorical devices have been utilized? And what are salient similarities and differences in his responses facing different reporters? The results show that Lee's answers are frequently consisted of simple sentences and rhetorical devices are rather common in his responses as well, which is especially remarkable in Yang's interview. What's more, with regards to SFL, material processes (Sharififar and Rahimi 2015) have the highest frequency among six process types in both interviews. Last but not least, compared with other modal verbs, "can" and "will" are frequently used to demonstrate abilities and future plans, which is consistent with findings from other politicians' speeches (Sharififar and Rahimi 2015: 347). In the field of CDA, a number of studies (e.g. Kazemian and Hashemi 2014) concentrates on formal speeches of politicians. But these speeches are often produced, at least partly, by people other than politicians themselves. The study at hand focuses on interviews, so as to provide data on

"authentic talks" and features of spontaneous utterances, and to discover similarities and differences between spoken and written language used by politicians.

Kazemian, B., & Hashemi, S. (2014). Critical discourse analysis of Barack Obama's 2012 speeches: views from systemic functional linguistics and rhetoric. *Theory and Practice in Language Studies, 4*(6), 1178–1187.

Sharififar, M., & Rahimi, E. (2015). Critical discourse analysis of political speeches: a case study of Obama's and Rouhani's speeches at UN. *Theory and Practice in Language Studies, 5*(2), 343–349.

Saturday, 5 May 2018 | 11:15 – 11:45

<div style="border:1px solid black; padding:10px;">

The influence of urban and rural settings on compliment responses in Mexican Spanish

</div>

Maria Tebartz van Elst (Bonn)
Maria Tebartz van Elst is a first-year master student in Applied Linguistics at Bonn University. She did her Bachelor's degree in Nijmegen and Vienna and graduated from University of Vienna in 2016, where she studied 'Transcultural Communication', a program that primarily focused on translation and interpretation. Maria Tebartz van Elst spent a voluntary year in Mexico before starting her academic studies, hence her interest for Mexican Spanish and its use. Her research interests are Second Language Acquisition, Language Teaching and Pragmatic Competence.

Complimenting and responding to compliments are good ways of strengthening our social ties. Also, they constitute a well-researched speech act. However, previous research has focused on cross-cultural differences and similarities in the realization of compliment responses (e.g. Chen 1993, Golato 2003, Lorenzo-Dus 2001) and there has been little research on the effects that urban and rural settings of the same country have on different speech acts.

Also, previous studies have primarily focused on varieties of English. Therefore, this study sheds light on the influence of urban and rural settings on compliment responses in Mexican Spanish. The data in this paper was elicited on a trip to Mexico, where the researcher approached students on a university campus in Mexico City and at a high school campus in a small village close to Mexico City and distributed printed questionnaires with four different DCT scenarios. Another set of data was elicited by using online questionnaires with the same.

DCT, which was completed by students from Guadalajara and other students in its rural surroundings. Results show that thanking and returning the compliment were the strategies most frequently used. Also, participants often combined strategies. The act of agreeing was preferred by both regional groups, while disagreeing was a strategy that participants refrained from using. Students from rural areas returned the compliment more often than students from urban areas, while these preferred shifting the compliment to their interlocutor. These findings could be applied to second language teaching and cultural trainings.

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. (2003). Studying Compliment Responses: A comparison of DCTs and recordings of naturally occurring talk. *Applied Linguistics, 24*(1), 90–121.

Lorenzo-Dus, N. (2001). Compliment responses among British and Spanish university students: a contrastive study. *Journal of Pragmatics, 33*(1), 107–127.

Saturday, 5 May 2018 | 11:45 – 12:15

Thanking behavior across Turkish and German native speakers: A cross-cultural study of politeness orientations

Bünyamin Yuvarlak (Bonn)

Bünyamin Yuvarlak is a master student of Applied Linguistics in his first year at the University of Bonn. He previously received his bachelor degree in English and German literature and linguistics at the RWTH Aachen University. His research interests include language education, pragmatics in translation and politeness principles across different cultures.

This study focuses on politeness with regard to the thanking behavior of native speakers of Turkish and German. The aim is to make inferences about each culture's preferred orientations towards positive or negative politeness, drawing on Brown and Levinson's (1987) politeness theory.

In order to achieve this, a DCT involving six different situations initiating an expression of thanks was administered to 20 members of each language group, the object of thanks indicating indebtedness to the speaker. The main focus in the analysis of the data was to investigate the respondents' use of modifiers pertaining to the explicit act of thanking. The results showed that over 80% of the German thanking expressions were modified; in many of them multiple modifiers were detected within a single expression. On the other hand, Turkish informants used modifiers less frequently. They also preferred to employ single modifications over combined ones in noticeable contrast to their German counterparts. This demonstrates that the latter's expressions of thanks resulted in thorough and innovative responses. Due to the intention of creating a respectful distance, it was claimed that they are marked by negative politeness. The Turkish responses were remarkably shorter for the reason that most of the thanking expressions were routinized rather than innovative. Not showing evidence for negative politeness tendencies, they were not perceived as indicators for positive politeness either because they lacked signs of decreasing social distance and pointing out solidarity. Therefore, the act of thanking in Turkish culture may be an "intrinsically polite and courteous act" (Zeyrek 2012: 62), confirming previous hypotheses about the respective culture neither relying exclusively on negative nor on positive politeness.

As the data was elicited and the number of informants was limited, it is hoped for further cross-cultural research to investigate politeness across Turkish and German culture.

Brown, P. & Levinson, S. (2009). *Politeness: Some universals in language usage.* Cambridge: University Press.

Siebold, K. (2012). Implicit and explicit thanking in Spanish and German. In L. Ruiz de Zabore　　　(Ed.), *Speech acts and politeness across languages and cultures* (pp. 155–172). Bern: Lang.

Zeyrek, D. (2012). Thanking in Turkish: A corpus-based study. In L. Ruiz de Zabore (Ed.), *Speech　acts　and　politeness　across languages and cultures* (pp. 53–88). Bern: Lang.

Saturday, 5 May 2018 | 12:15 – 12:45

"Now take out the trash you pasty peasant": How Texan High School students realize counter-insults

Katja Grasberger (Bonn)

Katja Grasberger is a first-year Master's student of the Applied Linguistics program at the University of Bonn. She holds a Bachelor's degree in English Studies and Psychology from the University of Bonn. She is especially interested in the linguistic investigation of the South of the United States with a focus on variational pragmatics. Her research interests further include clinical linguistics and psycholinguistics.

Throughout our lives there will be times in which we will be confronted with insulting behavior that might cause us to be detrimental and counter-insulting. In the past, research has primarily analyzed the role of politeness (e.g. Brown and Levinson 1987; Lakoff 1973) and has, with a few exceptions (e.g. Culpeper 2013; Locher and Bousfield 2008), offered rather limited insights into how people actually use language to cause offense and be impolite. Insults and counter-insults are located at the extreme ends of impoliteness and have scarcely received any academic attention. Although some researchers (e.g. Leech 1983) have argued that impoliteness plays a rather marginal role in linguistic interactions, settings do exist in which impoliteness appears more frequently as for example in close relationships (cf. Culpeper 1996: 354). Thus, this study examines how teenagers realize counter-insults within different situations. Not only did the study analyze the role of social distance, but also investigated if and how the initial insulter's gender influences the use of counter-insults. An online mixed-task questionnaire was sent to a total of 126 male and female students attending a public high school in Amarillo, Texas. Within the questionnaire, students completed four different Discourse Completion Tasks in which they were confronted with an insult. Students were asked to respond to the initial insults. The data demonstrates that social distance and the gender of the initial insulter to which the counter-insult is directed, both have an effect on the use of counter-insults. Results suggest a small gender difference in the use of counter-insults, meaning that male students used slightly more counter-insults than females did. Overall, the data shows that the use of counter-insults seems to be rather conventional in terms of realization strategies employed.

Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

Culpeper, J. (2013). Impoliteness: Questions and Answers. In D. Jamet & M. Jobert (Eds.), *Aspects of Linguistic Impoliteness* (pp. 2–16). Newcastle upon Tyne: Cambridge Scholars Publishing.

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

Lakoff, R. T. (1973). The logic of politeness. or minding your p's and q's. *Chicago Linguistics Society, 9*, 292–305.

Leech, G. (1983). *Principles of Pragmatics*. London: Longman.

Locher, M. A., & Bousfield, D. (2008). Introduction: Impoliteness and power in language. In D. Bousfield & M. Locher (Eds.), *Impoliteness in language: studies on its interplay with power in theory and practice* (pp. 1–17). Berlin: Mouton de Gruyter.

Keynote

The many meanings of *English:* An ontological framework for Applied English Linguistics

Christopher J. Hall (York)
Chris Hall is Professor of Applied Linguistics and director of the LIdIA (Language and Identities in InterAction) Research Unit in the School of Languages and Linguistics at York St John University, UK. He is the author of Morphology and Mind *(Routledge, 1992; re-issued 2013) and* An Introduction to Language and Linguistics. Breaking the Language Spell *(Continuum, 2005); and co-author of* Introducing Language and Use *(Routledge, 2nd edition, 2013) and* Mapping Applied Linguistics*. A Guide for Students and Practitioners (Routledge, 2nd edition, 2017). He is co-editor of* Ontologies of English*, to appear in CUP's Cambridge Applied Linguistics series.*

Searle (2008, pp. 43-4) states that, in the social sciences, "[u]nless you have a clear conception of the nature of the phenomena you are investigating, you are unlikely to develop the right methodology and the right theoretical apparatus for conducting the investigation". Addressing teachers, Harris (2009, p. 25) asserts: "Whether you realize it or not, you are teaching not just English […], but a certain view of what that language is, and also a certain view of what a language is [...]." So for both research and practice, considering the ontological status of (the) English (language) is fundamental. Yet currently there is no explicit framework for understanding the many ways in which English can be said to exist. In this presentation I will propose such a framework, claiming that *English*, when used in relation to language, names types of entities associated with two ontological categories. One set of types sits within the ontological category of the language capacity, the species property. Within this category, English refers to individual instantiations of the broader capacity. The second set of ontological types is socially constructed on the basis of the contemplation of the first set; these types are all directly or indirectly derived from the process of collective identification (Jenkins, 2004) holding at the level of nation. Polemically, I will suggest that understandings of English provided within linguistics and purveyed in schools are derived from, conditioned by, or defined with reference to, this second ontological category, rather than directly from the first. The implications of this for English applied linguistics, especially ELT, will be discussed.

Harris, R. (2009). Implicit and explicit language teaching. In M. Toolan (Ed.), *Language teaching. Integrational linguistic approaches* (pp. 24-46). London: Routledge.

Jenkins, R. (2004). *Social identity* (3rd ed). London: Routledge.

Searle, J. R. (2008). Language and social ontology. *Theory and society, 37*(5), 443-459.

Saturday, 5 May 2018 | 15:15 – 15:45

> **Developing English as a lingua franca inspired teaching practices in a multi-perspective view**

Carolin Zehne (Bielefeld)
Carolin Zehne completed her Master of Education in English and Biology at the University of Bielefeld in 2016. She now works as a lecturer in the field of teaching English as a foreign language and is mainly responsible for the Praxissemester for primary schools (in English) at Bielefeld University. Her research interests include English as a Lingua Franca (ELF), inclusion and inclusive English teaching, language ideologies, as well as professionalization processes of student teachers. She started her PhD project in 2016 and investigates chances and pitfalls of integrating ELF inspired practices into English language teaching (in Germany).

In our globalized world, English serves as a lingua franca (ELF) (Jenkins, 2006, p. 4) which is used by far more non-native speakers than native ones in diverse contexts (Cogo, 2008, p. 58). As *the* world language, English is the first foreign language to be taught at school in many countries. The same applies to Germany where English has even been introduced to primary school curricula in recent years. (Kohn, 2007).

Within the ELF paradigm the shifting role of English should have effects on how it is conceptualized (Seidlhofer, 2011) and ultimately taught (Jenkins, 2012; Kohn, 2016; Seidlhofer, 2004). Teacher education is seen as a key to implement ELF oriented teaching practices into English language teaching (ELT) (Dewey, 2012; Sifakis, 2007; Vettorel, 2016). However, what exactly "ELF oriented" means for specific teaching contexts remains fairly unclear, especially with regard to existing ELT frameworks.

The project presented in the talk aims at investigating how exactly these ELF inspired approaches could look like and how they could be integrated in ELT. A Grounded Theory design is used to construct the framework in which these measures have to be integrated. This is done in a multi-perspective way, i.e. taking into account not only practicing teachers' viewpoints, but also those of student teachers, students, parents as well as curricular requirements and presently used teaching material. On the basis of this framework construction, practical measures are developed, tried out, and evaluated in close collaboration with teachers. The project's objective is to find realistic and concrete measures to be integrated into ELT without coming into conflict with the existing ELT framework. The presentation will mainly give insights into results of the Grounded Theory Design and initial thoughts on potential practical teaching ideas.

Cogo, A. (2008). English as a Lingua Franca: Form follows function. *English Today*, *24*(3), 58–61.

Dewey, M. (2012). Towards a post-normative approach: Learning the pedagogy of ELF. *Journal of English as a Lingua Franca*, *1*(1), 141–170.

Jenkins, J. (2006). *World Englishes: A resource book for students* (Reprinted.). *Routledge English language introductions*. London: Routledge.

Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT Journal*, *66*(4), 486–494.

Kohn, K. (2007). Englisch als globale Lingua Franca: eine Herausforderung für die Schule. In T. Anstatt (Ed.), *Mehrsprachigkeit bei Kindern und Erwachsenen: Erwerb, Formen, Förderung* (pp. 207–222). Tübingen: Attempto-Verl.

Kohn, K. (2016). From ELF communication to lingua franca pedagogy. In M.-L. Pitzl & R. Osmik-Teasdale (Eds.), *English as a Lingua Franca: Perspectives and Prospects: Contributions in Honour of Barbara Seidlhofer* (pp. 87–96). Boston/ Berlin: De Gruyter.

Seidlhofer, B. (2004). Research perspectives on teaching English as a Lingua Franca. *Annual Review of Applied Linguistics*, *24*, 209–239.

Seidlhofer, B. (2011). *Understanding English as a lingua franca*. *Oxford applied linguistics*. Oxford: Oxford University Press.

Sifakis, N. (2007). The education of teachers of English as a lingua franca: a transformative perspective. *International Journal of Applied Linguistics*, *17*(3), 355–375.

Vettorel, P. (2016). WE- and ELF-informed classroom practices: Proposals from a pre-service teacher education programme in Italy. *Journal of English as a Lingua Franca*, *5*(1), 107–133.

Qualities of EFL speakers' elicited requests and thanks responses: Indicative of the quality of L2 pragmatic production?

Friederike Sell (Bonn)

Friederike Sell is a doctoral researcher at the chair of Applied English Linguistics at the University of Bonn. She has been involved in research projects on pragmatic competence and pragmatic assessment in different speaker groups, the experiences of non-native speakers using English at work, as well as a project on bilingualism which served to inform foreign language learning policy at Scottish primary schools. Her research interests include interlanguage pragmatics, cognitive aspects of multilingualism, second language acquisition, and research methodology. Her ongoing PhD project is about the role of working memory in foreign language speakers' pragmatic production.

The importance of learning the pragmatics of a foreign language is now widely acknowledged, but researchers are still grappling with the operationalisation of pragmatic phenomena. A case in point is the question of how to assess learners' output, for example speech act production data. Despite some suggestions (see e.g. Roever, 2011, Ross & Kasper, 2013), what is still missing is an adaptable assessment procedure which, crucially, must contain reliable and valid criteria for ascertaining the quality of linguistic material.

The current presentation addresses the issue of assessing learners' pragmatic output, but at the same time ventures to circumvent the challenge of establishing quality criteria: in a within-subjects design, EFL speakers produced requests in two conditions. Both conditions consisted of the same oral DCT prompts, but one condition involved additional, artificially-induced cognitive strain (Park & Brünken, 2015). Operating under the assumption that increased cognitive difficulty leads to comparatively lower quality, the output produced in the two conditions is compared on two measures. The first measure, traditional speech act analysis after Blum-Kulka et al. (1989), taps into the functional level of an utterance. The second measure analyses the lexical material used (Sell et al., 2017) and is thus closer to the surface form.

Drawing on data from a work-in-progress project, the purpose of this talk is to illustrate how the two measures characterise requests. The measures will be reviewed for how informative they are about the quality of pragmatic production in EFL.

Blum-Kulka, S., House, J., & Kasper, G. (Eds.). (1989). *Cross-Cultural pragmatics: Requests and apologies*. Norwood, NJ: Ablex.

Park, B., & Brünken, R. (2015). The rhythm method: A new method for measuring cognitive load – An experimental dual-task study. *Applied Cognitive Psychology, 29*, 232–243.

Roever, C. (2011). Testing of second language pragmatics: Past and future. *Language Testing, 28*(4), 463–481.

Ross, S. J., & Kasper, G. (Eds.). (2013). *Assessing second language pragmatics*. Basingstoke: Palgrave Macmillan.

Sell, F., Renkwitz, K., & Schneider, K. P. (2017, July). *Using the functional and lexical levels of requests to measure pragmatic competence: The case of German school students in Canada.* Paper presented at the 15th International Pragmatics Conference, Belfast, NI.

Participant List

Surname	First name	Email address
Chung	Hairi	s5hachun@uni-bonn.de
Decher	Sophie	sophie.decher@uni-bonn.de
Dey	Alexandra	s5aldeyy@uni-bonn.de
Edusei	Jacinta	jaccint2001@yahoo.co.uk
Grasberger	Katja	s5kagras@uni-bonn.de
Hall	Christopher J.	c.hall@yorksj.ac.uk
Hartmann	Johanna	johanna.hartmann@wwu.de
Kim	Alisa	s5alkimm@uni-bonn.de
Kolberg	Viviane	s5vikolb@uni-bonn.de
Krane	Ann-Kathrin	s5ankran@uni-bonn.de
Meer	Philipp	philipp.meer@uni-muenster.de
Niemeier	Susanne	niemeier@uni-koblenz.de
Pérez Gordillo	Marina	s5mapere@uni-bonn.de
Rumlich	Dominik	dominik.rumlich@uni-muenster.de
Schildhauer	Peter	peter.schildhauer@uni-bielefeld.de
Scholz	Anna-Katharina	kscholz@uni-bonn.de
Schoppa	Dominik	s3doscho@uni-bonn.de
Seiler	Fabio	s5faseil@uni-bonn.de
Sell	Friederike	f.sell@uni-bonn.de
Tebartz van Elst	Maria	s5mateba@uni-bonn.de
Tepper	Thorsten	s5thtepp@uni-bonn.de
Yuvarlak	Bünyamin	s5buyuva@uni-bonn.de
Zahn	Friederike	s5frzahn@uni-bonn.de
Zehne	Carolin	carolin.zehne@uni-bielefeld.de
Zhong	Yuan	s5yuzhon@uni-bonn.de

Öffentliche Parkplätze stehen in nur sehr begrenztem Umfang zur Verfügung.
Der Veranstaltungsort ist sehr gut mit öffentlichen Verkehrsmitteln zu erreichen:
Stadtbahnlinien 16, 63 Richtung Bad Godesberg, Linie 66 Richtung Bad Honnef
bis Haltestelle „Heussallee/Museumsmeile"
oder Buslinien 610, 611 bis Haltestelle „Deutsche Welle".

Bonner Universitätsforum
Heussallee 18-24
53113 Bonn, Germany

Institut für Anglistik, Amerikanistik und Keltologie
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
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

200 years – University of Bonn
20 years – BAEL
Celebrate with us!

UNIVERSITÄT BONN

DEPARTMENT
OF ENGLISH
AMERICAN
AND CELTIC
STUDIES