Book of Abstracts

9:30 - 10:30 a.m.   **Registration & Coffee**

10:30 – 10:45 a.m.   **Conference opening (Robert Fuchs)**

10:45 – 11:15 a.m.   **Kimberley Gubitz (Bonn)**

Bilingualism and Language Control: An Experimental Study on Gender Differences in Language Switching

11:15 – 11:45 a.m.   **Karola Schmidt & Nina Funkle (Gießen)**
A Multifactorial Analysis of the Adjective Comparison Alternation in Anglophone South Asia

11:45 a.m. – 12:15 pm   **Yeonju Goh (Bonn)**
Politeness at the Table: A Comparative Study of Alerter Use German and Korean Cultures

12:15 – 2:00 p.m.   **Lunch Break**

2:00 – 3:00 p.m.   **Poster Session I**

3:00 – 4:00 p.m   **Keynote: Dr. Isobelle Clarke (Lancaster)**

Co-occurrence is key: Trolls, Trump, Tyranny, and the Taliban

4:00 – 4:15 p.m.   **Coffee break**

4:15 – 4:45 p.m.   **Veronika Killian (Bamberg)**
"Something has been lost in translation, so I will try to do it in English": The Role of English as a Lingua Franca in the European Parliament's Plenary Sittings

4:45 – 5:15 p.m.   **Xandra Knappe (Duisburg-Essen)**
Constructing Identity by Division: A CDA of Right-Wing Populist MEPs on X during the 2024 EU Elections

5:15 – 5:45 p.m.   **Julia Schilling (Bonn)**
Trump 2.0: The Evolution of Populist Rhetoric from Twitter to Truth Social

6:30 p.m.   **Conference Dinner (Place tba)**

POSTER SESSION I

Breid, Jula (Bonn)
"A study on language attitudes: German accent perception in personal and professional environments"

Bubnova, Anna (Bonn)
"How power is enacted, reproduced, & challenged through speech acts by Russian, German, & American politicians"

Fecková, Miriam (Bonn)
"Pronunciation Errors in News Broadcasting"

Fedyaeva, Liliya (Bonn)
"Interpreting Cultural Humor: The Challenges of Translating Comedy in The Office into Russian"

Grant, Ciara (Cork)
""Sad Day for Ireland": The Construction and Positioning of Irish National Identity in Social Media Discourse during the Campaign to Repeal the Eighth Amendment and Introduce Abortion Legislation"

Martella, Laura (Bonn)
"Translating Apologies: Translation Equivalence and Apology Types using the example of the TV series This is Us"

Chembele, Sharifa (Bonn)
"Tanzanian & German cultural norms of politeness and indirectness and misunderstandings in requests

Wrede, Johanna (Bochum)
"(Not) Queer Enough? Asexuality and Defining 'Queer'"

SATURDAY, JULY 12TH 2025

9:00 – 9:30 a.m.   Registration

9:30 – 10:00 a.m.   Fatma Sidra

Language, Power, and the Prompt: CDA of ChatGPT Representations in Academic Texts

10:00 – 10:30 a.m.   Zhiyi Chen (Kuopio)

English Hashtags in Nordic Tweets: Convergence and Divergence

10:30 – 11:00 a.m.   Anke Lensch (Köln)

"A few rush to touch the ground before Ananda's feet in gratitude." Verbal and non-verbal expressions of gratitude in the Sri Lankan Tamil diaspora community

11:00 – 11:15 a.m.   Coffee break

11:15 – 11:45 a.m.   Katrin Honings (Bonn)

A corpus-based analysis of the effects of social media consumption on non-standard English usage in written learner language

11:45 a.m. – 12:15 p.m.   Regina Grund (Würzburg)

Data-driven grammar learning: Development and evaluation of a digital learning tool

12:00 – 2:00 p.m.   Lunch Break

2:00 – 3:00 p.m.   Poster Session II

3:00 – 3:30 p.m.   Annika Eicker (Bonn)

Praise and Critique: An Intercultural Analysis of Judges' Feedback Strategies on American, British, and German Talent

3:30 – 4:00 p.m.   Lara Putensen (Bonn)

Pop Goes Profanity: Vulgarity Trends in English Chart Hits from 2000 to 2024

4:00 – 4:15 p.m.   Coffee Break

4:15 – 5:15 p.m.   Keynote: Dr. Valentin Werner (Bamberg)

Constructing Identity and Division: A CDA of Right-Wing Populist MEPs on X during the 2024 EU Elections

5:15 p.m.   Conference closing (Robert Fuchs)

POSTER SESSION II

Böker, Sonja (Trier)
"Song Lyrics in Corpus linguistics: Exploring Praise and Worship"

Brailovska, Weronika (Bonn)
"Cross-cultural variation in tone, directness, & politeness strategies in online compliments and complaints"

Hausner, Julia (Bonn)
"Vulgarity in Translation: A Study on Polish Perceptions of Spanish Swearing in "Money Heist""

Knobe, Helena (Bonn)
"Politeness strategies in workplace communication among South Korean & German employees"

Mehrholz, Simone (Bonn)
"Fuck Wolverine Scheiß auf Wolverine – Vulgarity in English and German subtitles of Deadpool and Deadpool 2"

Nguyen, Linh (Bonn)
"Language choice for swearing among Vietnamese multilinguals"

Yu, Nan (Nijmegen/Beijing)
"Motivation or Distraction? The impact of the use of a gamified educational app on preschoolers' literacy development"

Khudhur, Bokan (Bonn)
"Kurdish & German professionals' politeness strategies when making requests and responding to impoliteness"

Friday, July 11 2025

10:00 – 10:30 a.m.
Emotion Expression in Moroccan Arabic and English: A Corpus-Based
Analysis
Khalid Eslasri

Dr. Khalid Elasri is an Associate Professor of Applied Linguistics at the Faculty of Education Sciences, Mohammed V university in Rabat. His research focuses on second language acquisition, cognitive linguistics, and corpus linguistics. He has published extensively in renowned journals and has presented at major international conferences.

This study investigates the lexicogrammatical encoding of emotions in Moroccan Arabic (MA) and English using a corpus-based approach. While emotions are universal, their linguistic representation varies across languages due to structural and cultural differences (Wierzbicka, 1992, 1999; Kövecses, 2003). This research explores how emotions are expressed through lexicogrammatical patterns, particularly focusing on the interaction between lexis and grammar in the use of verbs, adjectives, and argument structures.

The study addresses three key research questions: (1) What lexicogrammatical patterns are used to express emotions in MA and English? (2) How do these patterns differ cross-linguistically in terms of morpho-syntactic preference and lexical selection? (3) What role does culture play in shaping these lexicogrammatical choices? A corpus of written and spoken texts from both languages was analyzed using frequency analysis, collocation extraction, and syntactic pattern Identification.

Findings reveal that English predominantly encodes emotions through adjectival constructions (He is sad, She feels worried), reflecting an individualistic and static conceptualization of emotions, often portraying them as involuntary states beyond the experiencer's control. These structures are commonly realized through copular verbs (to be), stative passives (to be worried), change-of-state verbs (to get), and experiencer-object constructions (It made me sad). In contrast, MA primarily encodes emotions through verbs, particularly causative and ergative structures (ḍṛeb 'got angry'), suggesting a more dynamic, procedural, and agentive conceptualization. MA constructions frequently highlight external causation and volitional control (Jat-ha 'came to her', ṣeddat-ha 'caught her'), making the force of emotions explicit and externalized, in contrast to English, where this force remains more implicit.

By systematically analyzing the lexicogrammatical encoding of emotions, this study contributes to corpus-based research on cross-linguistic emotion representation and highlights the role of culture in shaping grammatical choices. These findings have implications for linguistic typology, corpus linguistics, and cross-cultural pragmatics.

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10:30 – 11:00 a.m.

Bilingualism and Language Control: An Experimental Study on Gender Differences in Language Switching
Kimberley Gubitz

My name is Kimberley Gubitz. I did my B.A. in Multilingual Communication at the University of Applied Sciences in Cologne. I am currently a master's degree student at the University of Bonn in the course Applied Linguistics. My research interests are, amongst other, bilingualism, political language, language varieties and anglicisms.

It is a long-held notion that men and women communicate differently (cf. Cameron, 2007). There have also been studies confirming that there are differences in functional brain connectivity (cf. Xu et al., 2020) and gender-related asymmetries in naming latencies (cf. Barbarotto et al., 2002; Sato, 2020). Previous picture naming studies have also shown that reaction times are faster in non-switch trials in colour-cued and voluntary language switching conditions than in switch trials (cf. Costa et al., 2006; Gollan & Ferreira, 2009). However, up until now, hardly any studies have focused on gender-related differences in this context. This study concerns itself with the question of gender-related differences in reaction times (RT) and error rates (ER) among German-English bilinguals when switching between the two languages. Further, it investigates how colour-cued and voluntary language switching conditions influence those variables.

A total of 10 participants participated in the experiment which consisted of a pre-experimental questionnaire, the picture naming experiment and a post-experimental questionnaire. For statistical analysis, several Kruskal-Wallis H tests were performed, testing for relationships between the independent variables of the participants' genders and the switching conditions and the dependent variables of the RT, ER and language preference (and switch trials). Further, a qualitative analysis enabled a more in-depth look at possible influencing factors during the experiment. The results showed that there are in fact gender-related differences with regard to the RT and the ER when switching languages in the two conditions, as men tend to have overall faster RT and higher ER than women. Men additionally showed faster RT in switch trials than in non-switch trials. Also, the conditions have a significant influence on the RT ($p<.001$) and the ER ($p = 0.022$). The qualitative analysis allowed for a careful implication that women tend to consider more factors when processing and producing language than men. Due to the limited number of participants, this study can solely be viewed as a pilot study. However, it presents a helpful foundation for more extensive follow-up studies.

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Friday, July 11 2025

11:15 a.m. – 11:45 a.m.
A Multifactorial Analysis of the Adjective Comparison Alternation in Anglophone South Asia
Karola Schmidt & Nina Funkle

Nina Funke, M.A., received her B.A. in Languages and Economics as well as her M.A. in English Linguistics and Computational Linguistics from Justus Liebig University Giessen. She is part of the DFG-project Epicentres in World Englishes at JLU Giessen and her doctoral research focuses on the identification of structural linguistic epicentres.

Karola Schmidt is a research assistant in the DFG-project Epicentres in World Englishes at the Chair of English Linguistics at the University of Giessen. Her research interests include syntax, World Englishes, and fluency. Her PhD-project is a sociolinguistic exploration of the possibility of a South Asian epicentre of English.

The study at hand is an exploration of the adjective comparison alternation, that is the choice between synthetic and analytic adjective comparison. We focus on parts of Anglophone South Asia, namely Bangladeshi, Indian, Pakistani and Sri Lankan English. Although the adjective comparison alternation is relatively well-researched in general (see e.g. Cheung & Zhang, 2016; Mondorf, 2003), previous studies have largely focused on British English. These studies identify the influence of, among others, the length of the adjective, its syntactic function and its in-text frequency as viable variables influencing this choice. Funke & Schmidt (under review) have extended this research onto Sri Lankan English and surprisingly found no significant varietal differences between this postcolonial variety and its historical predecessor, British English. In order to test for the existence of a varietal effect across the other varieties born from the most significant South Asian British colonies, we ask the following research questions:

1. Do the varieties at hand show significant differences in adjective comparison from each other and from British English?

2. What factors other than variety influence the adjective comparison alternation?

We extracted 2,216 comparative and superlative adjective forms from the South Asian Varieties of English corpus (Bernaisch et al., 2011) and a corresponding selection of British data of the News on the Web corpus (Davies, 2016-). To these data, we applied a random forest with the following predictors: length, frequency and dispersion, final segment, persistence, rhythm and segment alternation, adverbial modification, complement, form, stress on the last syllable, syntactic function, time, and variety. The forest confirms our previous research to the extent that it does not show any significant varietal differences. The results stress the importance of well-known predictors such as length but also highlight the predictive power of newly introduced variables. We find, for example, a significant effect of the similarity of the final segment of the adjective lemma. Adjectives that end in something similar to the synthetic suffixes *-er/-est* favour the analytic comparison.

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Friday, July 11 2025

11:45 – 12:15 p.m.
Politeness at the Table: A Comparative Study of Alerter Use German and Korean Cultures
Yeonju Goh

Yeonju Goh is a first-year master's student of Applied Linguistics at the University of Bonn. She completed her bachelor's in English in South Korea in 2019. Her main fields of interest is sociolinguistics, comparative linguistics, political discourse analysis, and forensic linguistics.

This study investigates the use of alerters in restaurant contexts within German and Korean cultures, examining how these linguistic strategies reflect differing politeness strategies influenced by cultural norms. Although politeness strategies have been widely studied cross-culturally, direct comparisons between Western European and East Asian contexts—particularly in service encounters—remain limited. Moreover, Germany and Korea were chosen due to their sharply contrasting cultural orientations—individualism vs. collectivism—which offer a valuable ground for comparative politeness analysis. Therefore, the present study focuses on how German speakers (GSs) and Korean speakers (KSs) use alerters, their perceptions of their politeness, and the correlation between the politeness of alerters and the directness of requests in light of Brown and Levinson's Politeness Principle (1987).

Data were collected through an online questionnaire featuring scenarios of calling restaurant staff, completed by 36 GSs and 45 KSs. Respondents were tasked with providing their preferred alerters based on a hypothetical situation. They were then asked to rate the politeness level of five different alerters. In addition, the respondents were presented with two scenarios of varying levels of imposition and were asked to indicate their preferred alerters, along with request forms.

The findings reveal that GSs predominantly employ alerters that align with negative politeness strategies, such as apologizing or minimizing imposition, reflecting their culture's emphasis on individual autonomy. Similarly, these strategies are perceived by GSs as highly polite. Conversely, KSs, while also perceiving negative politeness strategies such as apologizing as the most polite, demonstrated a stronger inclination toward positive politeness strategies, including employing professional titles, or using a functional approach in practice. This preference aligns with the hierarchical and collectivist orientations of Korean society, where respect for social position is valued. Despite these cultural differences, the study found only a trivial correlation between the politeness of alerters and the directness of requests, suggesting that cultural settings influence alerting strategies but do not significantly change the interaction patterns regarding request forms.

In summary, the present research highlights the distinct preferences for negative politeness by GSs and for positive politeness by KSs, offering significant implications for intercultural communication practices in the service industry. By elucidating the nuanced ways in which cultural values shape linguistic strategies, the study provides valuable insights for further exploration into the complex interplay between language, politeness, and culture.

References
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2:00 – 3:00 p.m.
POSTER SESSION I

A study on language attitudes: German accent perception in personal and professional environments
Jula Breid

Jula Breid is currently a Master's student enrolled in the Applied Linguistics program at the University of Bonn. Here she also completed her Bachelor's degree majoring in English Studies and Scandinavian Studies. Her research interests lie in (learner) varieties of English, language attitudes, language discrimination and pragmatics.

Previous research on language attitudes has shown that accents influence perceptions of speakers, oftentimes reinforcing standard language ideology (e.g. Lippi-Green 1997, Peterson 2020). Research often focuses on native speaker evaluations. This study, however, examines language attitudes towards German-accented English, focusing on evaluations made by Germans themselves. A comparative aspect is added by including two groups of people who are at different stages of their English learning/speaking journey: First-semester English Studies Bachelor students and advanced English Master students. Using an online questionnaire, the two student groups assessed two speech samples with varying degrees of accentedness within different contexts. The verbal guise technique was used to produce the speech samples. Participants were asked to choose their preferred guise in different personal and professional contexts, which were established through guiding questions.

The study investigates (i) evaluation of German-accented English and of the speaker, (ii) differences in judgement due to the variation of context in which the speech occurs, and (iii) the effect of participants' different exposure to English and linguistic training. Results exhibit varying levels of tolerance towards German-accented English. Overall, findings indicate that evaluations align with standard language ideology. Less-accented speech is viewed more favourably and is connected to the dimension of competence. Conversely, more accented speech is often evaluated negatively. Some exceptions are found connected to social attractiveness. The study also highlights differences in assessment based on the context in which the accented speech was placed. With increasing commitment, influence and professionalism of the environment and the role of the speaker, tolerance towards accented speech decreases. This is especially prominent in the Master students group. In general, Master students in this study are more sensitive to accented speech, resulting in stricter evaluations in comparison to the Bachelor students. This study highlights the importance of raising awareness of linguistic diversity in English education in Germany. Ultimately, promoting non-standard language varieties in the classroom may help mitigate prejudice against these varieties and foster more inclusive and accepting (language) environments.

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How power is enacted, reproduced, & challenged through speech acts by Russian, German, & American politicians

Bubanova, Anna (Bonn)

Anna Bubnova is currently pursuing a Master's degree in Applied Linguistics at the University of Bonn. She holds a Bachelor's degree from Kazan State University, Russia. Her research interests focus primarily on Critical Discourse Analysis and Computational Linguistics.

This paper investigates how power is enacted, reproduced, and challenged through speech acts in political discourse, focusing on speeches by Russian, German, and American politicians. Drawing on frameworks from Critical Discourse Analysis (CDA), particularly the work of Norman Fairclough (1989) and Teun van Dijk (1987), the study explores how language functions as a tool of political authority, ideological positioning, and social control. Through a comparative analysis of selected political speeches, the paper identifies common and divergent strategies in the use of assertives, directives, commissives, and expressive acts, examining how these are shaped by socio-political contexts and cultural norms. Special attention is given to the ways in which speakers construct legitimacy, manage dissent, and signal dominance or solidarity. The findings reveal that while all three political traditions employ similar rhetorical tools, the manifestations of power differ in modality, politeness strategies, and the invocation of national identity. The study contributes to a deeper understanding of the linguistic mechanisms of political power and highlights the culturally contingent nature of political communication.

References

Fairclough, N. (1989). *Language and power*. London: Longman.

van Dijk, T. A. (1997). Political discourse and ideology. In C. Schaffner (Ed.), *Analyzing political speeches* (pp. 45–79). Clevedon: Multilingual Matters.

Pronunciation Errors in News Broadcasting
Miriam Fecková

Miriam Anna Fecková is a Master's student in the English Language for the European Institutions and Economy program at the Pavol Jozef Šafárik University in Košice. She is currently studying as an Erasmus student at the University of Bonn. She has completed her Bachelor's degree in the English Language for the European Institutions and Economy. Her research interests particularly lie in translation and interpreting studies and pronunciation variation.

Pronunciation norms are important for non-native speakers who learn the English language with the aim of improving their pronunciation (Urbanová and Chamonikolasová, 2000). BBC news presenters are expected to follow the norms of standard British English. Received Pronunciation or BBC pronunciation is considered the standard accent used by news presenters in BBC news, that may serve as a learning tool for non-native speakers (Roach, 2004, 2009). Speakers in audio media should pay more attention to the production of speech because it is based on the acoustic-auditory principles, whereas audio-visual media also include visual components (Byessonova, 2019, Gladiš, 2015, Gregová et al., 2004).

The added visual elements of television broadcasting may influence the news presenters' focus on the acoustic-auditory principles of speech and may affect the pronunciation. The hypothesis of this study is that news presenters make more pronunciation errors in television broadcasts compared to radio broadcasts because of visual distractions.

The study analysed ten monologues (each 50-60 seconds long) by different BBC news presenters, five selected from radio and five from television broadcasts. The speech samples were transcribed into a phonological transcription that allowed a comparison of model pronunciation with the actual pronunciation. Assumed pronunciation errors were examined by the phonetic software PRAAT to identify and verify pronunciation errors. Particular focus was on aspects of connected speech, such as assimilation of voice, linking /r/, and the use of strong and weak forms. A total of 815 words were analysed from radio broadcasts and 815 words from television broadcasts.

Results showed a low overall frequency of pronunciation errors in both media types. However, a slightly higher number of errors was observed in the television samples, suggesting that visual distractions may influence the speech accuracy of news presenters. Despite this, the low error rate across both types of broadcasts supports the use of BBC news speech as a useful model for pronunciation learning for non-native speakers due to its general adherence to standard pronunciation norms.

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Interpreting Cultural Humor: The Challenges of Translating Comedy in The Office into Russian
Liliya Fedyaeva

Liliya Fedyaeva is a first-year master's student in Applied Linguistics at the University of Bonn. She completed her bachelor's in Linguistics at Moscow State Linguistic University with three foreign languages: English, German and Italian. Her research interests include sociolinguistics and translation studies, with a focus on the topic of humor translation.

This paper investigates the challenges of translating verbal humor in the American sitcom *The Office* into Russian subtitles, with a focus on how comedic intent is preserved, adapted, or transformed across cultures. Subtitling was chosen over dubbing as the object of analysis because it preserves the original audio and timing, critical elements for humor, and poses unique spatial and temporal constraints that shape translation choices.

Drawing on Bucaria's (2008) typology of humor translation strategies (complete omission, weakening, close rendering, and increased effect) the study conducts a qualitative, comparative analysis of 25 examples of verbal humor from *The Office*. These are examined in their original English form and corresponding official Russian subtitles. The paper is guided by three research questions: (1) How are culturally embedded and language-based jokes handled in translation? (2) Which translation strategies are most frequently used? (3) How do these strategies affect the likely reception of humor among Russian viewers?

While no empirical audience data was collected, the paper evaluates the potential effects of each strategy on humor reception through close textual analysis, cultural contextualization, and the likely accessibility of references. The findings show that close rendering is the most commonly used strategy, with increased effect and weakening employed to preserve humor in culturally specific or linguistically challenging cases. The absence of complete omission suggests a deliberate effort to maintain comedic value throughout. This study contributes to existing research by applying established theory to a contemporary case study, and by demonstrating how translators act as cultural mediators in highly constrained audiovisual contexts.

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"Sad Day for Ireland": The Construction and Positioning of Irish National Identity in Social Media Discourse during the Campaign to Repeal the Eighth Amendment and Introduce Abortion Legislation
Ciara Grant

I graduated from my PhD in Applied Linguistics in 2022, I currently work as a Research Assistant and Assistant Lecturer in the Department of Speech and Hearing Sciences at University College Cork

This study investigates the construction and positioning of Irish national identity in social media discourse during the 2018 referendum campaign to repeal the Eighth Amendment and introduce abortion legislation. The referendum marked a pivotal moment in Ireland's history, reflecting a shift in public perception and national identity. Historically, Irish identity was closely tied to Catholicism, with abortion debates often centring on national identity rather than individual rights. This study employs a corpus-based qualitative examination of Facebook comments on articles from major Irish news outlets, using Critical Discourse Analysis (CDA) to explore how national identity was represented, contested, and repositioned. The analysis identifies four main groups: Yes supporters, No supporters, undecided or neutral voters, and others. The findings reveal two conflicting visions of Ireland: one that is future-forward and embraces modernity, and another that clings to traditional values and laments a perceived loss of morality. The study highlights the role of language in enacting social change and the ongoing struggle over national identity in Ireland, particularly in the context of gender and social inequality. The results underscore the complex interplay between national identity, religion, and political discourse in shaping public opinion and policy.

Translating Apologies: Translation Equivalence and Apology Types using the example of the TV series *This is Us*
Laura Martella

Laura Martella is a first-year master's student at the University of Bonn. She finished her Bachelor's in Language and Communication at the University of Siegen. Special interests are intercultural communication and translation.

This study investigates the translation of the speech act of apologies and its relationship to situational or cultural factors within the context of use. Examined are translations of apologies in the US TV series This Is Us (subtitles and the dubbed version). Apologies are a vital speech act in everyday communication used for tending to human relationships and enacting social norms and routines (cf. Deutschmann 2003: 36). Furthermore, Apologies are not only used within the bounds of linguistic politeness, but there are different forms each introducing a slightly different function of using an apology, for example elevating one's self-image or discrediting someone else's utterings and opinions (cf. Deutschmann 2003: 46). To be more specific, 'I'm sorry dude, I warned you this would be rough' can be classified as an 'Formulaic apology with added functions'. Formulaic, since the context and the address are informal, and the situation does not require an apology. The added function can be shifting responsibility in reminding the addressee that he has been warned of the 'roughness' beforehand and that the speaker has no blame to take. Apologies are also culture-bound to a certain degree since social norms and expectations are always part of culture (cf. Deutschmann 2003: 36). I could not find a combination of these factors in existing research, leading to the hypothesis that the situational context, in combination with the intended function of an apology, determines the English-to-German translation. In addition, cultural factors might influence translation choices.

The created corpus consists of the original utterance, the German subtitle, and the German dubbed version. Since both modes of translation are bound to technical constraints, combining both with a focus on common translations is an attempt to minimize the translation choices limited to technicalities. The chosen TV series follows the lives of a family, containing language about everyday struggles that would occur naturally as well. Therefore, even though the data is fictional, the data is as close as possible to authentic data.

Summarising the results, German apologies pose a broader variety of apology expressions, making them more context-bound than in the English language. The contextual factors that are of importance here are mostly situational, whereas cultural factors can occur in German-to-English translation, but (for this dataset) only in very few instances, noting that the cultural differences between US and German culture are not major.

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Tanzanian & German cultural norms of politeness and indirectness and misunderstandings in requests
Sharifa Chembele

Sharifa Mohamedi Chembele is currently pursuing an M.A in Applied Linguistics at University of Bonn. Her academic journey began in Tanzania where she completed a Bachelor degree in Education, majoring in Linguistics and Kiswahili. Her interests in Language teaching and intercultural communication were then highlighted by the two years of practical experience at Goethe institute Tanzania, whereby she engaged herself with German Language teaching for non-native speakers and Swahili language teaching for non-native speakers. She speaks Swahili (native), English (C1) and German (B2).

This paper aims to explore how differences in Tanzanian and German cultural norms of politeness and indirectness influence misunderstandings in requests particularly during intercultural communication. Many previous papers (e.g. Brown & Levinson, 1987; Kranich, S., Bruns, H., & Hampel, E., 2021) were focusing on politeness, directness and indirectness in mostly broader or western contexts hence creating a gap in Tanzanian contexts, especially in "misunderstandings in requests caused by cultural differences". Tanzanian interaction is often based on indirectness to save the hearer's negative face and maintain harmony, whereas German communication tends to favor directness, clarity and explicitness. The hypothesis is that, Tanzanians way of communication especially in request formation is generally more ambiguous and indirect than German one, potentially leading to misinterpretation in intercultural communication. Tanzanians like to maintain harmony and good relation during conversation and hence the indirectness to save listener's face. On the other hand, Germans prefer explicitness, clarity and directness during conversation. The contrast in request formulation reveals potential sources of miscommunication.

The methodology used to collect data in this study is questionnaire, which consists of nine Discourse Completion Tasks (DCTs). The participants of Tanzanian and German nationalities were asked to formulate requests based on different scenarios including professional settings and normal social interactions. The DCTs were designed to reflect the three politeness systems described by Scollon & Scollon (2006) i.e. the deference politeness system (+P,+D), the solidarity politeness system (P,-D), and the hierarchical politeness system (+P,-/+D).

The findings from the DCTs indicate the cultural difference between Tanzanians and Germans. The difference has been shown in directness and indirectness whereby Germans tend to prefer directness in their expressions and explicitness. They like to talk about the matter on the hand with more clarity and in a very direct way. Tanzanians on the other hand prefer indirectness and implicitness. Some of requests that were formulated by Tanzanians did not seem to be requests, but rather statements. Overall, Tanzanian requests showed a high frequency of indirectness strategies such as hints and mitigated statements, while German requests often used imperatives or modal verbs with minimal hedging. These differences in production suggest possible source of intercultural misunderstanding. This study contributes to the understanding of politeness across cultures by offering new insights into Tanzanian request strategies.

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(Not) Queer Enough? Asexuality and Defining 'Queer'
Johanna Wrede

Johanna Wrede is a master's student in Gender Studies, English Linguistics, and Psycholinguistics at Ruhr University Bochum and the University of Duisburg-Essen. She holds a bachelor's degree in English Studies and Computational Linguistics. Her academic interests include queer and trans linguistics, digital discourse, and language attitudes and ideologies. Alongside her studies, she works at the university library's Digital Humanities Center, where she supports digital research infrastructure. She enjoys working with and critically reflecting on digital methods, especially within feminist methodological frameworks.*

The use of queer as a label for sexual and gender identity remains politically and discursively contested. While it has been widely reclaimed and redefined in activist and academic contexts, its use may still set normativities concerning inclusion and exclusion (Motschenbacher, 2022). Specifically lesser known identities including asexuality are often marginalized in queer discourse (Mattfeldt, 2022; Sawall, 2024). In particular, online asexual spaces highlight the question of whether asexual people are "queer enough" to be included under the queer umbrella. Drawing on a queer linguistics and corpus-based approach, this paper thus explores the different and contested meanings of queer specifically in asexual Discourse.

The study builds on an entry for the In Other Words Dictionary, which outlines the term's polysemous nature across activist, academic, and national contexts (Queering Collective Forthcoming). Building on this, a corpus of 11.000 Reddit posts and comments from the r/asexuality subreddit (2020–2023) was compiled and filtered for the term queer. The sample was analysed using the WordSketch tool in SketchEngine.

Results show frequent collocations of queer with collective identity terms (e.g. community, space) as well as a frequent use of scalar and epistemic adverbial modifiers (e.g. very, mostly), which suggests discursive gatekeeping. Expressions such as queer and/or platonic point to a redefinition of queerness beyond sexual desire. The absence of asexual or ace in the collocations, despite the subreddit's focus, points to ongoing struggles over discursive visibility.

This analysis shows that corpus methods can be a powerful tool to explore how linguistic normativities surrounding sexual identity are constructed. At the same time, these findings raise questions about the limits of corpus methods in capturing ideologically complex, low-frequency meanings. The paper thus argues for a critically reflexive approach to corpus-based methods, especially in contexts shaped by marginalisation.

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Keynote Lecture

3:00 – 4:00 p.m.
Co-occurrence is key: Trolls, Trump, Tyranny, and the Taliban
Dr. Isobelle Clarke

Dr. Isobelle Clarke is a Lecturer in Security and Protection Science in the Department of Linguistics and English Language at Lancaster University. Her research interests include corpus linguistics, forensic linguistics, sociolinguistics and news discourse and discourse analysis. Her previous research covers language variation on social media, especially Twitter. Her current research examines the representation of Islam in the press. She has received Leverhulme's early career researcher fellowship to investigate anti-science discourses, such as anti-vaccination discourse, climate change denials, and anti-GMO discourse.

Linguistic co-occurrence – patterns of co-occurring linguistic features - have captured my fascination and led me to develop three linguistic methodologies aimed at uncovering such patterns across large language datasets predominantly consisting of short texts, which are notoriously difficult to analyse with traditional statistical techniques, yet common in security and forensic contexts. In this talk, I will cover two of these techniques that I have developed (short text Multi-Dimensional Analysis and Keyword Co-occurrence Analysis) and their application to various corpora, including Twitter trolling, Trump's tweets, texts from websites promoting pseudoscience and conspiracy theories, and British news reports of Islam and Muslims. I will show the range of phenomena that linguistic co-occurrence can uncover and importantly how they have revealed interactions between different levels of language.

Friday, July 11 2025

4:15 – 4:45 p.m.
"Something has been lost in translation, so I will try to do it in English": The Role of English as a Lingua Franca in the European Parliament's Plenary Sittings
Veronika Killian

Veronika Kilian is a research assistant and PhD candidate at the Chair of English Linguistics at the University of Bamberg, where she also obtained her master's degree in English and American Studies. Her teaching and research focus on English as a Lingua Franca, particularly in the domains of politics and social media, as well as the relationship between language and discrimination.

English is the lingua franca of the 21st century to conduct business internationally, publish academic research and, most relevant to this paper, shape EU legislation. While the status quo of the de jure multilingualism in EU institutions, the role of interpreting services, and the language attitudes of parliamentarians have been explored (see e.g. Wright, 2007; Leal, 2021; Ringe, 2022), research on political discourse from an ELF pragmatic perspective is still in its infancy.

This study investigates the public use of ELF in plenary sittings, where Members of the European Parliament (MEPs) "usually speak in their own language, and what they say is interpreted live" (European Parliament, 2025). In contrast to many other ELF scenarios, English is not the "only option" in this setting, but, when selected, represents a conscious choice (Seidlhofer, 2011, p. 7). This paper therefore examines (i) which MEPs use ELF in plenary debates, (ii) to what extent, (iii) and for which purposes. To this end, the PoliELF corpus was compiled. The corpus is based on the 9th parliamentary term (2019–2024) and comprises 35,772 contributions (4.4 million words) by 397 MEPs.

A quantitative analysis of these contributions shows that almost half of the MEPs use ELF in plenary debates. The frequency of use, however, varies according to parliamentarians' age, gender, nationality, and political affiliation. For example, Pro-European and left-leaning political groups have a significantly higher share of members using ELF and a higher average share of ELF contributions per parliamentarian than right-leaning and Eurosceptic political groups. The qualitative analysis of the pragmatic functions is particularly revealing for politicians who only employ English sparsely. These 'minimal users' choose ELF to metalinguistically comment on interpreting services and language choice, or to flag codeswitches. Additionally, procedural speech acts such as requests for referral as well as floor management are performed using ELF. Overall, this paper sheds light on MEPs' language choices and provides a statistical and functional account of ELF in a highly representational, public, and multilingual professional domain.

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Friday, July 11 2025

4:45 – 5:15 p.m.
Constructing Identity by Division: A CDA of Right-Wing Populist MEPs on X during the 2024 EU Elections
Xandra Knappe

Xandra Knappe works as a research associate and teaches at the Department of Anglophone Studies at the University of Duisburg-Essen, where she is also pursuing a PhD in English Linguistics. With a background in English and Social Sciences, her research centres on political rhetoric, identity construction, and populist discourse in multilingual digital environments.

Radical ideologies and nationalist sentiments have gained increasing prominence in digital spaces, particularly on social media. While prior studies have examined the intersections of populist rhetoric and online platforms, underlining the role of language in shaping political ideologies, especially within national contexts- a gap remains in understanding how these strategies function within supranational, multilingual arenas.

This study addresses that gap by analysing precise linguistics strategies employed by right-wing populist actors in the context of the European Parliament elections in 2024, focusing on how language shapes identity, ideology, and democratic discourse. The study identifies precise linguistic markers by testing six partially novel hypotheses grounded in semiology, pragmatics, sociolinguistics and by employing Critical Discourse Analysis. The hypotheses focus on the strategic use of ideological signifiers, vague and emotionally charged language, pronoun-based identity construction, and binary oppositions that form vertical and horizontal antagonisms.

The dataset comprises English posts by 289 right-wing populist MEPs and affiliated groups from ten EU countries, collected from platform X (formerly Twitter) between May and June 2024, capturing discourse before, during, and after the European Parliament elections. The corpus also includes high-engagement user comments and was uploaded and coded using MAXQDA.

Quantitative and qualitative findings reveal a strong focus on identity construction: in-group markers appear in over 30% of the coded segments, fostering unity and belonging. Conversely, the out-groups are negatively framed, often through emotionally charged language. Next to emotional cues, the rhetoric consistently employs binary oppositions, and simplified language. Ambiguity and metaphors serve to evoke threat, nostalgia, and urgency, further reinforcing a Manichean worldview. Ultimately, this research presents a nuanced understanding of how right-wing populists use language to manipulate perception and galvanise support, highlighting the powerful role of rhetoric in shaping Europe's political landscape.

5:15 – 5:45 p.m.
Trump 2.0: The Evolution of Populist Rhetoric from Twitter to Truth Social
Julia Schilling

Julia Schilling is a research assistant and PhD Candidate working under the supervision of Prof. Dr. Robert Fuchs. Her research interests span across various domains within linguistics and computational analysis. She holds a Master of Education in English and Social Studies, with a supplementary examination in Mathematics from the University of Mainz.

Populist rhetoric thrives in digital spaces, yet little is known about how such discourse evolves across platforms and over time. This paper traces the transformation of Donald J. Trump's populist communication from *Twitter 1.0* (2015–2021) to *Truth Social 2.0* (2022–2024), offering a longitudinal analysis of 26,905 posts. Drawing on the three core dimensions of populism, people-centrism, anti-elitism, and popular sovereignty (Ernst et al., 2017), this study asks: How do these features vary across election cycles, and what linguistic markers best predict them? A manually annotated seed sample of 2,500 posts was used to fine-tune a multilabel RoBERTa-based classifier. The model achieved a macro-F1 score of 0.84 and was applied to the full dataset. Linguistic features were extracted via LIWC-22 and in-domain Word2Vec embeddings and entered into logistic mixed-effects models to explain the model's populism scores.
Findings reveal that Trump's anti-elitist rhetoric steadily intensified, peaking during the 2024 campaign and aligning with increased use of swear words, negations, and discrepancy markers ("should," "would"). People-centrism, once central to his appeal, declined across cycles but remained strongly associated with inclusive pronouns and collective identities ("patriots," "workers"). Sovereignty, though infrequent, resurged late in the cycle, marked by imperative verbs and institutional references.
The study shows that populist rhetoric is dynamic and shaped by both platform affordances and electoral contexts. By integrating neural classification with explainable linguistic modeling, this work bridges corpus linguistics and political communication, offering a replicable framework for digital populism research.

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Saturday, July 12 2025

09:30 – 10:00 a.m.
Learning Language, Power, and the Prompt: CDA of ChatGPT Representations in Academic Texts
Fatma Sidra

The emergence of large language models such as ChatGPT has sparked growing academic interest, particularly concerning their impact on writing, learning, and knowledge production. While ethical and pedagogical concerns have been extensively discussed, less attention has been paid to how these tools are discursively constructed within academic texts themselves. This study investigates how academic discourse frames ChatGPT, with particular attention to notions of authority, trust, and epistemic legitimacy. The dataset comprises approximately 150–200 abstracts and introductions from peer-reviewed academic articles published between 2022 and 2024. These texts were sourced from open-access journals, conference proceedings, and preprint platforms in disciplines such as applied linguistics, education, and digital humanities, where "ChatGPT" appears in the title or abstract. This scope ensures relevance while maintaining a manageable and focused academic corpus.
The study employs a corpus-assisted approach to discourse analysis, guided by Fairclough's (1995) model of Critical Discourse Analysis (CDA). This framework allows for the examination of how language use at the textual level relates to broader discursive and social practices. Using AntConc, the analysis focuses on collocational patterns, modality (e.g., may, should, can), and metaphorical framings of ChatGPT (e.g., "partner," "tool," or "threat") to trace how meanings and evaluations are constructed. Preliminary findings suggest a tension between seeing ChatGPT as a useful tool and a disruptive force, reflecting broader uncertainties around AI in academia. This dual framing reflects wider ideological tensions surrounding automation, authorship, and academic integrity. The study contributes to emerging discussions on artificial intelligence in higher education and demonstrates how corpus-based CDA can reveal subtle evaluative and ideological positions within academic writing.

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Saturday, July 12 2025

10:00 – 10:30 a.m.
English Hashtags in Nordic Tweets: Convergence and Divergence
Zhiyi Chen

My name is Zhiyi Chen. I am currently a second-year student in the master's program of Linguistic Data Sciences at the University of Eastern Finland. My interest area is sociolinguistics, especially using data-intensive methods to analyze large-scale social media data in multilingual communication. The abstract I am submitting is a part of the analysis of my master's thesis about the frequency, structure, and semantic meaning of selected English hashtags in Nordic tweets.

Social media platforms have transformed human communication by facilitating public discourse and real-time responses. Hashtags on Twitter enable users to categorize content and foster communities around shared interests, making them critical for sociolinguistic analysis of digital communication (Zappavigna, 2011). Previous research has extensively explored hashtag usage, yet multilingual practices in diverse linguistic contexts remain underexplored. The Nordic countries present an ideal case study due to their high English proficiency and digital literacy, where users frequently alternate between languages based on audience, topic, or purpose (Leppänen & Peuronen, 2012). Meanwhile, studies indicate that English usage in Nordic digital spaces is shaped by speakers' native languages (Tyrkkö et al., 2021). However, a gap persists in examining English hashtag usage in the Nordics from a sociolinguistic perspective. This study examines how 102 selected English hashtags function within Nordic Twitter discourse across Denmark, Finland, Iceland, Norway, and Sweden. Drawing on data from the Nordic Tweet Stream (Laitinen et al., 2018) spanning May 2022 to May 2023, the research analyzes tweets categorized by country and language to reveal cross-national and linguistic patterns. This study employs a mixed-methods approach combining computational techniques with qualitative interpretation, with BERTopic (Grootendorst, 2022) to extract semantic themes and hashtag co-occurrence networks to visualize structural relationships. Results reveal that English tweets across the five countries share more semantically coherent topics compared to local-language tweets, which exhibit more locally specific content. Network analysis shows that within shared topics, localized subthemes emerge and vary across countries. The findings suggest that Nordic Twitter users strategically employ English hashtags to engage with broader, globally shared discourses while maintaining national communicative practices. The study addresses how English hashtags reflect social and cultural contexts while demonstrating English's role as a lingua franca in digital environments, thereby contributing to how linguistic resources are mobilized in transnational online interactions.

Keywords: hashtags, computer-mediated communication, multilingualism, Nordic countries, English as a lingua franca, social media discourse

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10:30 – 11:00 a.m.

"A few rush to touch the ground before Ananda's feet in gratitude." Verbal and non-verbal expressions of gratitude in the Sri Lankan Tamil diaspora community
Anke Lensch

Anke Lensch currently holds a scientific research assistant position at the University of Cologne. She completed her PhD, a corpus-based approach to English -er derivation at the morpho-syntax interface, at Mainz university. Her research interests include cognitive linguistics, historical linguistics, varieties of English and multilingual politeness. A teaching project first brought her to post-war Sri Lanka. Encounters in subsequent years set her on the trail to conduct research on changing politeness conventions in the English-speaking Sri Lankan Tamil diaspora. To gain quantitative and qualitative insights into how Tamil conventions are reflected in the in the diaspora, Anke Lensch is currently conducting interviews and building a corpus.

To shed light on variation in verbal and non-verbal expressions of gratitude used by the English- speaking Sri Lankan Tamil (SLT) diaspora community, this paper combines a corpus-driven approach with an interview-based analysis. About 40 years after the outbreak of the Sri Lankan civil war the SLT community is dispersed all over the globe and Tamil proficiency levels among the younger generations are diminishing (cf. Canagarajah, 2019; Sankaran, 2021; Fernandez & Clyne, 2007; Canagarajah, 2008, 2019; Perera, 2015; Sankaran 2021). The internet and social media help to overcome spatial separation. According to Appadurai (1985, p. 236), in the Tamil community non-verbal ways of expressing gratitude are often employed, e.g. gestures such as nodding, see (1), as in Tamil culture "it is … difficult to say 'thank you' in a direct way". When gratitude is expressed verbally, it may also take the form of praise (cf. Appadurai, 1985), e.g. complimenting the benefactor, see (2).

> (1) I nodded my thanks to him. (Brotherless night, V.V. Ganeshanathan)
> (2) When I pushed him to acknowledge my sacrifice he'd murmured, "Yes, yes, you are a good grandson." (Hungry Ghosts, Shyam Selvadurai)

Appadurai (1985) relates this to the Hindu belief that every living being needs to fulfil their predetermined duty and to the conviction that thanking someone may inflict the evil eye on the person that is being thanked. The data analysis in this paper tests in how far Appadurai's (1985) observations are reflected in prose fiction written by members of the English-speaking SLT diaspora. The data confirms some of his claims: It indicates a functional split between instances where code-switches to Tamil occur (e.g. nandri 'thank you') and instances where individuals choose English expressions of gratitude, whereas Nandri is used much more sparingly and not with phatic function. Meta-pragmatic comments made in the interviews furthermore reveal intergenerational differences, e.g. in that the generation of the parents generally uses fewer expressions of gratitude compared to the younger generations.

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Saturday, July 12 2025

11:15 – 11:45 a.m.
A corpus-based analysis of the effects of social media use and telecinematic exposure on the accuracy of future tense constructions in written learner English
Katrin Honings

Katrin "Katie" Honings is a first-year Master's student at Friedrich-Wilhelms-University Bonn. She previously completed her Bachelor's degree in Linguistics at Heinrich-Heine-University Düsseldorf with a B.A. thesis on the interaction of TAM-verb vowel harmony and word segmentation in Dalkalaen. Her research interests thus far focused on morpho-syntax and, as of recently, expanded to translation studies and pragmatics.

From Krashen's Input Hypothesis (1981) to recent research, numerous scholars have examined the effects of various kinds of target language exposure on enhancing language proficiency. This study explores whether social media consumption and telecinematic exposure affect the accuracy of future tense constructions in written learner English. Fifty-one future tense constructions from 30 German ninth grade students were extracted from the Young German Learner English (YGLE) corpus (Bracke et al., 2024), which is currently being finalised. The extracted items were grouped according to each student's habitual English exposure: high (n = 19) and low (n = 31) social media use, and high (n = 21) and low (n = 29) telecinematic exposure. The accuracy of future tense constructions was coded as a binary variable (accurate = 1, inaccurate = 0) according to Granger et al. (2022), and instances of inaccuracy were additionally categorized by type (Granger et al., 2022; Götz, 2015). Mean accuracy scores were calculated for each group. A chi-square test of independence showed no significant association between social media use and accurate future tense construction, χ^2 (1, N = 51) = 1.422, p = 0.233 nor telecinematic exposure and future tense accuracy χ^2 (1, N = 51) = 0.019, p = 0.890. Although recent research suggests that increased target language exposure may enhance various aspects of language proficiency (Zhang & Lu, 2024; Webb, 2010), this study found no statistically significant evidence to support this regarding the factors of social media consumption and telecinematic exposure. Though the results may point to a potential effect of social media use that might be clarified with a larger sample size and, possibly, a more refined approach at judging accuracy.

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Saturday, July 12 2025

11:45 a.m. – 12:15 a.m.
Data-driven grammar learning: Development and evaluation of a digital learning tool
Regina Grund

Regina Grund is a research fellow and PhD candidate in English Linguistics at the University of Würzburg. She holds a teaching degree (first state exam) of English and French and is particularly interested in the connection between linguistics and TEFL methodology. Her research focuses on applying knowledge derived from corpus linguistics to EFL contexts, particularly in the field of grammar.

With data-driven learning (DDL), learners resort to corpus data "either directly or via prepared materials, to answer questions about language" (Boulton, 2021, p. 9). Meta-analyses have shown the overall effectiveness, but different forms of intervention in DDL remain a crucial area of research (Boulton, 2021). Moreover, a gap between research and practice can be observed to date (e.g., Le Foll, 2024).
This PhD project aims to fill these gaps by developing a digital grammar learning tool for use at secondary school. With a focus on English Future Time Reference (FTR), the tool provides learners with data from the Spoken BNC2014 (Love et al., 2017). The project addresses the following research questions:

1. To what extent does digital DDL affect L2 learners' knowledge and use of English Future Time Reference in informal spoken language?
2. What are learners' attitudes towards the features of the digital grammar learning tool used?
3. What are learners' requirements towards a digital grammar learning tool that they consider effective and engaging?

To that end, this experimental study measures effectiveness with grammar tests before and after the intervention, comprising an experimental group (digital DDL, learning tool), a comparison group (analogue DDL, worksheets), and a control group (no treatment). The pre- and post-tests aim at measuring learners' "knowledge of, and ability to use" (Council of Europe, 2001, p. 112) will and going to. Moreover, a questionnaire assesses learners' attitudes towards the features of the tool.
The results will show how effective DDL is in different formats, specifically regarding the role of feedback and rewards that digital tools – as opposed to worksheets – can provide. Combined with learners' attitudes, the outcomes will be discussed in the context of design features of future grammar learning apps.

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2:00 – 3:00 p.m.
POSTER SESSION II

Song Lyrics in Corpus linguistics: Exploring Praise and Worship
Sonja Böker

Sonja Böker is a second-year PhD candidate in the Department of English at Trier University, from where she holds a Master of Education (M.Ed.) in English and Romance Studies. Her research is funded by a scholarship from the Konrad-Adenauer-Stiftung.

The genre of popular music has only received marginal attention in quantitative linguistic research (Kreyer & Mukherjee 2007). Since there seem to be no public English corpora focussing on popular song texts, this study draws from an accessible database for singing in churches. Instead of traditional hymns, it mainly offers Praise & Worship, a contemporary genre classified as mainstream pop (Baltes 2005). Previous research includes qualitative case studies from theology (Scheuermann 2023; Schweyer 2020) and hymnology (Marti 2009; Woods & Walrath 2007) but no contribution from quantitative linguistics. To approach this research gap of descriptive genre analysis, my study computes lexico-grammatical and structural features (Biber & Conrad 2011). First, hypotheses from previous research are tested: Do first person singular pronouns dominate in this collectively sung genre? Is *love* the most frequent noun like in secular pop music? How balanced is the Godhead represented? Then, additional features are investigated inductively, e.g. how the title and the lyrics relate. For the corpus, 331 English lyrics dated 1975–2016 are retrieved from the database songselect by Christian Copyright Licensing International; upscaling is planned later. After preprocessing and part-of-speech tagging the lyrics, frequency lists and other analyses are performed using Python, R and Textométrie TXM (Heiden 2010). First findings confirm hypotheses from previous research such as the individualistic perspective with 31% first-person singular versus 17% first-person plural pronouns, and the person of *Jesus* 12% predominating over Father 2% and (Holy) Spirit 1%. Of all proper nouns, *love* ranks second in frequency. Only a few titles are neither found in the first line nor repeated in the lyrics; 83% of song titles are derived from these two features. This study demonstrates how quantitative methods support a genre analysis of lyrical texts.

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Cross-cultural variation in tone, directness, & politeness strategies in online compliments and complaints
Weronika Brailovska

While politeness has been extensively studied in face-to-face interaction, comparatively little is known about how it functions in computer-mediated communication (CMC). This study addresses that gap by investigating how American and British TripAdvisor users express compliments and complaints in restaurant reviews, focusing on tone, directness, and politeness strategies. Building on the frameworks of Brown and Levinson (1987), Leech (1983), and Watts (2005), the study explores how cultural norms influence the linguistic framing of praise and criticism in online settings.

The dataset consists of 500 manually collected TripAdvisor reviews written by British and American users, organised by star ratings and balanced across both varieties. A mixed-methods approach was employed: quantitative analysis using AntConc and paired-samples t-tests identified patterns in the use of modal verbs, hedges, and intensifiers; qualitative coding of 90 reviews focused on tone, directness, and strategy type.

While quantitative results revealed a statistically significant difference only in intensifier use ($p = 0.033$), qualitative findings highlight distinct pragmatic preferences. British reviewers tend to adopt negative politeness strategies through hedging and indirectness, whereas American reviewers favor positive politeness via directness and emotional expressiveness. These findings suggest that even when surface-level frequencies appear similar, deeper pragmatic contrasts continue.

The study contributes to politeness theory by emphasizing the need to adapt traditional face-based models to the affordances and constraints of CMC. It demonstrates how digital platforms mediate the expression of (im)politeness, and how cultural norms persist or adapt in text-based online environments. By highlighting genre- and medium-specific dynamics, the research underscores the importance of integrating CMC into broader models of politeness and cross-cultural pragmatics.

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Vulgarity in Translation: A Study on Polish Perceptions of Spanish Swearing in "Money Heist"
Julia Hausner

Julia Hausner is a Master's student of Applied Linguistics in the Department of English, American, and Celtic Studies at the University of Bonn. She completed her Bachelor's degree in Applied Linguistics (with English and German) at the Adam Mickiewicz University in Poznań (Poland). Her academic interests include sociolinguistics and psycholinguistics.

This paper explores intercultural impoliteness and the use of vulgar language in the Spanish TV series "Money Heist" (Spanish: "La Casa de Papel"). The aim of the paper is to see what strategies are used to translate Spanish swear words used in "Money Heist" into Polish and how these strategies impact the perception of offensiveness. In order to accomplish this, it uses Baker's (1992) taxonomy of translation strategies to identify some of the typical techniques for translating vulgarity. Then, by utilizing excerpts from the show in a questionnaire, a survey is conducted among Polish speakers to find out how vulgar language is perceived and how polite or impolite it appears. The excerpts were first translated into Polish to allow for clearer comparison. Vulgarisms are frequently altered in translation, becoming either milder or stronger than the original. Polish participants were chosen because the Polish subtitles appeared to use a higher frequency of certain translation strategies - mainly omission and softening - compared to the English version. The study can contribute to the understanding of cross-cultural translation challenges, particularly in the context of swearing and impoliteness, as well as give insights into how translation choices affect the global reception of media.

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The Perceptions of Interpreters Towards Omissions in Simultaneous Interpretation in Sinhala to English and Politeness strategies in workplace communication among South Korean & German employees

Helena Knobe

Helena is a Master's student in Applied Linguistics at Bonn University. She completed her Bachelor's degree in History and English (teaching degree), with a thesis on masculine role models in antiquity and the present, as portrayed in Homer's Iliad and Wolfgang Petersen's Troy. She is presenting her first study on the concept of politeness in the workplace. Helena is particularly interested in sociolinguistics and political discourse analysis. Beyond academics, she has a keen interest in 19th-century history and enjoys relaxing with Stardew Valley or a good Tolkien reread. At home, she's kept company by her cat Pippin, who insists on second breakfast.

This study investigates how hierarchy influences politeness strategies in workplace communication among South Korean and German employees. Drawing on Brown and Levinson's politeness theory (1987/2016) and Scollon and Scollon's cultural discourse systems (1995/2012), this research employs a mixed-method approach combining quantitative and qualitative survey data from 15 German and 28 South Korean employees. Findings reveal markable cultural differences: South Korean respondents consistently employ indirect, deferential, and cautious politeness strategies, reflecting their high power-distance and involvement-oriented cultural norms. Conversely, German employees demonstrate greater directness and egalitarian communication preferences, emphasizing efficiency and clarity. However, both groups exhibited nuanced variations depending on context which suggests situational flexibility in their politeness choices. Despite methodological limitations, including a smaller sample size and reliance on self-reported data, the study highlights critical implications for intercultural workplace interactions. Future research directions should include larger-scale, longitudinal studies, as well as exploration of technological and generational influences on intercultural politeness dynamics.

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"Fuck Wolverine, Scheiß auf Wolverine" – Vulgarity in English and German subtitles of Deadpool and
Deadpool 2
Simone Mehrholz

Simone Mehrholz is an MA student of Applied Linguistics at the University of Bonn, where she also completed her BA in English Studies. She has an interest in translation studies.

Translation deals with so-called equivalences in order to convey meaning between languages and cultures, thus translation is an important aspect in intercultural communication (Katan, 2009; Kramsch, 2011; Baker & Pérez-González, 2011). One facet of communication, which traditionally has gone largely ignored, is spoken vulgarity (Schweinberger et. al., 2024). In American English there is a standard form of vulgarity: "fuck" (Schweinberger et. al., 2024). Research concerning its translation has examined subtitles of various movies and languages, though few have examined German subtitles (Cavazza & Guidetti, 2014; Díaz-Pérez 2020; Buffagni, 2024; Moreau, 2024). Here the focus was on what type of vulgarisms have been used to translate it; were they religious, sexual, or relating to defecation (Buffagni, 2024) instead of the words that have been used as its equivalent (Cavazza & Guidetti, 2014; Díaz-Pérez, 2020; Buffagni, 2024; Moreau, 2024).

As such this case study aims to examine whether or not there is a standard word that is used as "fuck"s equivalent in German subtitle translation. The movies used are Deadpool 1 and Deadpool 2. To do this the English and German subtitles of the Deadpool movies have been compiled into a comparative corpus, out of which every instance of the lemma "fuck" has been extracted, be it as a noun, adjective, adverb, used as emphasis or part of a compound and its German counterpart. The most important results of this analysis are that of the 166 instances 65 are omitted, 25 have been translated with "Scheiße", 16 with "Verdamnt" and 15 with "Fick". The large number of omitted instances may be attributed to subtitle regulations. Additionally, the context in which "fuck" is used has an impact on its meaning and thus its cultural equivalence.

This method shows a clear favor towards "Scheiße" when the vulgarism is translated, which conforms with the type of vulgarism that has been preferred by German translators (Buffagni, 2024). For a more generalizable outcome a larger corpus is needed. However, this study may also inform a questionnaire on this topic, as through this one has vulgarisms to choose from.

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"In which language do I swear?": A study on language choice for swearing among Vietnamese multilinguals
Linh Nguyen

Thuy Linh Nguyen is currently a first-year master's student of Applied Linguistics at the University of Bonn. She earned her bachelor's degree in English Studies and Teaching German as a Second and Foreign Language, also from the University of Bonn. Her bachelor thesis focused on cross-linguistic transfer and interference from English (L2) to German (L3) among Vietnamese learners of German. Her research interests include language acquisition, language learning, language teaching, as well as bilingualism and multilingualism.

The present study aims to re-examine the findings by Dewaele (2004a, b; 2010), which argued that language dominance and context of acquisition affected multilinguals' self-reported language choice for swearing. To provide more insight onto linguistic behaviours of multilinguals, the study also considers the duration of stay abroad as a factor that could affect language choice for swearing. The data was collected from 36 Vietnamese multilinguals of Vietnamese (L1), English (L2) and German (L3) through an online questionnaire. Statistical analysis of the quantitative data the confirmed the influence of language dominance on the participants' language choice for swearing ($p < .001$). However, the effect of context of acquisition ($p = 0.169$; $\eta^2 = 0.102$) and duration of stay ($p = 0.436$) could not yet be proven. This indicates that further studies would be meaningful, in which researchers examine a larger group of multilinguals with a more diverse linguistic repertoire, or consider other sociodemographic factors, such as languages of the significant other, purposes for swearing, degree of familiarity with the target language's culture.

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Motivation or Distraction? The impact of the use of a gamified educational app on preschoolers' literacy development
Nan Yu

Nan Yu is a Research Master's student in Linguistics & Applied Linguistics at Beijing Normal University, and currently an exchange student at Radboud University. His research interests lie in second language acquisition and language assessment, with a focus on L2 writing and technology use. He has participated in nationally funded projects in applied linguistics as a research assistant, and presented his research at prestigious international conferences, such as EuroSLA and L2 Writing Research Seminar.

Educational apps, as emerging learning tools, have gained popularity among parents and developers, particularly with the rise in children's screen time in the post-pandemic era (Eales et al., 2021). While mobile apps have been proved to support early literacy development (e.g., Griffith et al., 2020; Neumann, 2018), most existing studies focus on alphabetic writing systems. In contrast, Chinese, which uses a logosyllabic writing system, places greater demands on visual-orthographic processing and character knowledge for literacy development (Li et al., 2012). However, empirical research on the impact of educational apps on Chinese literacy remains limited, with most investigations emphasizing app design and usage.

Given these gaps, this study aims to examine the impact of a gamified Chinese character learning app on preschoolers' literacy development. It is hypothesized that more frequent app usage contributes to greater Chinese character acquisition, with parental involvement and learning motivation as additional contributing factors.

Through purposive sampling, a three-month intervention study with four preschoolers was conducted. They were native Chinese speakers enrolled in the same kindergarten, with similar socioeconomic backgrounds and a mean age of 5.5 years. Baseline assessments confirmed comparable cognitive and linguistic abilities. IHuman Chinese, a Chinese character learning app was selected, due to its popularity and reputation. Participants were encouraged to use the app three times per week, 20 minutes per session. Multiple data sources were collected: app usage logs, video recordings, and background questionnaires. To measure Chinese character acquisition, both a standardized test (Shu et al., 2008) and a self-developed curriculum-based test were administered before, during, and after the intervention.

Results showed a general increase in character recognition across four participants in both tests, but with notable variations in learning speed. Correlation analysis revealed a statistically significant positive relationship between the frequency of app usage and the performance in the curriculum-based test, but not in the standardized test. Additionally, prior literacy knowledge, learning motivation, and parent–child interaction appeared to influence learning outcomes, while age difference seemed less important.

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Kurdish & German professionals' politeness strategies when making requests and responding to impoliteness

Bokan Khudur

Bokan is currently pursuing an M.A. in Applied Linguistics at Bonn University. With a background in Translation in Iraq-Kurdistan, she has nearly a decade of experience in humanitarian work, including roles as an Education Officer and Project Manager for Child Protection. She has conducted extensive training sessions, managed educational and protection projects, and worked closely with local and international stakeholders. Her interests lie in Intercultural communication and language education. She speaks Kurdish (native), English (C1), Arabic (b1), and German (B2). She currently works as a fundraiser for CARE Deutschland and volunteers as a non-formal education trainer.

This study explores how Kurdish and German professionals use politeness strategies when making requests and responding to impoliteness in face-to-face workplace communication. While politeness has been extensively studied cross-culturally, Kurdish professional discourse remains significantly underrepresented (Haig & Öpengin, 2018). This study addresses that gap, especially in light of growing Kurdish diasporas in German-speaking countries.

Building on Brown and Levinson's (1987) Politeness Theory, Ting-Toomey's (1988) Face-Negotiation Theory, and the CCSARP framework (Blum-Kulka et al., 1989), this mixed-method study combines Likert-scale ratings with Discourse Completion Tasks across six workplace scenarios, varying by power and social distance.

Findings show a shared preference for Conventionally Indirect Requests (Kurdish: 69%, German: 71%), yet cultural differences emerged. German speakers favored directness and Positive Politeness strategies (69.0%), while Kurdish speakers used more Negative Politeness (67.6%) and Non-Conventionally Indirect Requests (14.0% vs. 10.2%). Kurdish participants were more sensitive to hierarchical contexts and adjusted strategies accordingly.

In responding to impoliteness, Germans were more likely to confront or avoid, whereas Kurds opted for non-confrontational responses. These patterns align with prior Western vs. non-Western studies (House, 1996; Ogiermann, 2009; Blum-Kulka et al., 1989) and underscore the role of culture in shaping workplace pragmatics. This research contributes to intercultural pragmatics and offers practical insights for communication in multilingual professional settings.

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Saturday, July 12 2025

3:00 – 3:30 p.m.
Praise and Critique: An Intercultural Analysis of Judges' Feedback Strategies on American, British, and German Talent
Annika Eicker

Annika Eicker is currently pursuing an M.A. in Applied Linguistics at the University of Bonn. She completed her bachelor's degree in Language and Communication at the University of Siegen in October 2023. Her main research interests include pragmatics, sociolinguistics as well as intercultural communication.

Previous research has uncovered intercultural differences in the use of speech acts such as compliments and criticisms, particularly within everyday conversations (cf. Boyle 2000, Culpeper 2011). However, few studies have examined these phenomena within the
entertainment media context, specifically in televised talent shows, and even fewer have included German programs. Addressing this research gap, the present study investigates judges' feedback strategies across American, British, and German singing competitions, focusing on intercultural differences in complimenting and criticising behaviour. The central hypothesis proposed that judges from different cultural backgrounds would employ distinct compliment and criticism strategies.
A mixed-methods approach was used: 30 compliments and 30 criticisms were collected from the audition stages of American Idol (USA), The X Factor (UK), and Deutschland sucht den Superstar (Germany), all broadcast in 2018. Comments were classified using Lin's (2020) coding schemes for compliment and criticism strategies. The quantitative analysis included descriptive statistics and ANOVA testing, while the qualitative analysis explored thematic patterns within the feedback content.
Quantitative results revealed that judges across all cultures preferred explicit compliments. However, American judges predominantly used indirect criticism strategies (especially suggestions), whereas British and German judges favoured direct criticisms, mainly statements of problem. Statistically significant intercultural differences were found regarding the use of direct and indirect criticism strategies. Qualitatively, while all judges valued singing ability, Americans highlighted originality and likeability, British judges focused on authenticity and personality, and German judges additionally emphasised appearance. Furthermore, overt rudeness was more prevalent among British and German judges, aligning with the phenomenon of "humiliation TV" (Hill 2007).
The findings suggest that while complimenting behaviour is relatively consistent across cultures, significant intercultural variation exists in criticising practices, shaped by both cultural communication norms and the entertainment objectives of the respective talent shows.

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Saturday, July 12 2025

3:30 – 4:00 p.m.
Pop Goes Profanity: Vulgarity Trends in English Chart Hits from 2000 to 2024
Lara Putensen

Lara Putensen (she/her) is currently finishing her master's degree in Applied Linguistics after finishing her bachelor's degree in English Studies, both at the University of Bonn. She previously worked as a tutor and student assistant at the LETS chair of Prof. Kranich. Research interests include corpus linguistics, inferential statistics, and variational pragmatics, with a particular focus on vulgarity and swearing.

Mainstream music often reflects broader social and linguistic developments, yet little is known about how vulgarity is used and distributed in chart hits over time. While public debates around explicit lyrics are frequent, systematic linguistic research on vulgarity in mainstream music remains scarce. Previous studies on colloquialisation (cf. Mair 2024), 'bad language' (cf. Jay 1992), and music censorship (cf. Nuzum 2001), have identified broader social and linguistic shifts, but large-scale, data-driven analyses of vulgarity in popular lyrics over time are lacking. To address this gap, the present study investigates the presence and distribution of vulgar expressions in 2,476 Billboard Year-End Hot 100 singles released between 2000 and 2024, using a corpus-based approach.

The analysis combines regex-based word detection, artist and song-level metadata annotation, and topic modelling to explore three main research questions:

1. 1. How has the frequency of vulgar words in Billboard Year-End Hot 100 singles evolved from 2000 to 2024, and what are the most commonly used vulgar words?
2. 2. How do artist demographics (e.g. gender, nationality, solo or group status, and age), song performance (e.g. peak position, weeks on the chart), and genre influence the use and frequency of vulgar words in Billboard Year-End Hot 100 singles?
3. 3. Do lyrical themes correlate with the use and frequency of vulgar words in Billboard Year-End Hot 100 singles, and if so, which themes are most commonly associated with vulgarity?

The results show a significant increase in both frequency and intensity of vulgarity across the 25-year period, particularly after 2015. Hip-hop emerges as the genre with the highest concentration of vulgar language. Male solo acts produce the most vulgar songs overall, though female artists show higher intensity values in recent years. Thematically, vulgarity clusters most strongly around lyrics associated with gang and street culture. These trends likely reflect broader developments such as the rise of streaming platforms, evolving censorship practices, and ongoing colloquialisation in public language.

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Keynote lecture

4:15 – 5:15 p.m.
Constructing Identity and Division: A CDA of Right-Wing Populist MEPs on X during the 2024 EU Elections
Dr. Valentin Werner

Pop Cultural Linguistics (PCL; see Werner 2022; Werner et al. 2025) is a thriving subfield of linguistics concerned with the study of performed language, that is, the (largely) scripted and fictional language used in various artifacts with a commercial, entertainment-related purpose, including songs, movies, TV series, comics, etc.

This talk has several objectives: First, it sketches the emergence of PCL and discusses why performed language for a considerable time has been ignored in linguistics. Second, it highlights some of the general challenges when working with pop cultural material from a corpus-based perspective, for example in terms of data availability, corpus compilation, and data processing. Third, by way of several case studies, it illustrates how corpus linguistics has informed PCL. Specifically, it demonstrates how common techniques, such as keyword analysis, n-gram analysis, or MDA, have been fruitfully employed in the study of performed language. In passing, reference will be made to both publicly available online corpora (such as the TV Corpus and the Movie Corpus; Davies 2021), as well as to self-compiled corpora, which have mainly been explored with the help of standalone tools (e.g. Werner 2021; Karpenko-Seccombe 2023).

Overall, it is argued that corpus linguistics is an indispensable component of the research toolkit in PCL for at least three reasons: (i) it allows both quantitative and qualitative descriptive insights into synchronic and diachronic pop cultural data, (ii) it has been usefully applied in research from several sub-disciplines, including stylistics and sociolinguistics, and (iii) it has a substantial practical dimension, potentially informing language education/applied linguistics.

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