

Sixth Bonn Applied English Linguistics Conference

(BAELc6)

Abstracts



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BAELc6

**Sixth Bonn Applied English Linguistics
Conference**

Sixth Bonn Applied English Linguistics Conference (BAELc6)

Friday, 12 May 2017		
13:30-14:00	Registration	
14:00-14:15	Klaus P. Schneider	Conference opening
Chair: Susanne Mohr		
14:15-14:45	Lisa Marie Dillmann (Trier)	<i>Language Use and Multilingual Practices in Singaporean Computer-Mediated Communication</i>
14:45-15:15	Matthias Klumm (Rostock)	<i>Signalling Respect and Identity in Discourse: Variation in the Use of Nominal Address in Jamaica and Trinidad</i>
15:15-15:45	Elisabeth Hampel (Bonn)	It creates an atmosphere of freedom – <i>Ghanaian Students' Attitudes Towards Student Pidgin</i>
15:45-16:30	Coffee break + M.A. student poster session	
16:30-17:00	Larssyn Staley (Zürich)	<i>Socioeconomic Variation of uh and um as Turn Taking Devices in Restaurant Servers' Speech: A Variational Pragmatics Approach</i>
Chair: Klaus P. Schneider		
17:15-18:15	Keynote lecture by Jo Angouri (Warwick) <i>The Politics of Language: Negotiating Boundaries at Work</i>	
19:00	Conference dinner at <i>Em Höttche</i> , Markt 4, Bonn	

Saturday, 13 May 2017		
Chair: Katrin Renkwitz		
Presentations by M.A. students		
09:30- 11:00	Laura Schulte-Geers	<i>Pragmalinguistic Variation in German and English Online Dating Ads</i>
	Katharina Dünn	<i>The Speech Act 'Complaint' on the Social Media Platform Facebook – Contrasting American English and German</i>
	Sarah Lapacz	<i>Excuse me? – Responses to Insults Offending Quality Face: A Cross-Cultural Study</i>
11:00- 12:00	Coffee break + M.A. student poster session	
Chair: Friederike Sell		
Presentations by M.A. students		
12:00- 13:30	Manuel Mavilia	<i>Suggestions in Party Small Talk: A Case Study with Speakers of American English and Canadian English</i>
	Carmen Klein	<i>Eh, huh and right are the same, eh? – Invariant Tag Questions in Three Varieties of English</i>
	Veronika Pankova	<i>Repair of Non-Understanding in Business English as a Lingua Franca</i>
13:30- 14:30	Lunch break	
Chair: Stefanie Pohle		
14:30- 15:00	Marion Schulte (Bielefeld)	<i>Sociophonetic Variation in Irish English like</i>
15:00- 15:15	Coffee break	
15:15- 15:45	Edit Fizcere-Willcox (Oxford)	<i>Assessing the Pragmatic Competence of ESL learners at B2-C2 levels</i>
15:45- 16:15	Lisa Schumacher (Bielefeld)	<i>Pragmatic Competence of German Learners of English After a Year in the US</i>
16:15- 16:30	Klaus P. Schneider	Conference closing

Poster Presentations	
Hanna Bruns	Indirectness and Politeness Strategies in Requests – Comparing German and Indian Students in Situations of Low Power Distance versus High Power Distance
Joan Degener	(In)directness in German and American Advice Offering: A Cross-Cultural Comparison
Inna Galstyan	Request strategies by German and Armenian learners of English: How do German and Armenian learners of English make requests?
Miriam Koch	A Corpus-Driven Analysis of the Speech Functions of Tag Questions: A Contrastive Study between ELF Speakers and Native Speakers of British English
Theresa Krumbiegel	A Study on the Topics of Offences that evoke an Apology: Comparing the TV Shows <i>Friends</i> and <i>Desperate Housewives</i>
Alexandra Léonard	- <i>Aaah... ça va ?</i> - <i>Alles gut, merci.</i> - Differences in the Small Talk Opening Turns of Belgian German and Standard German Speakers
Christiane Svenja Mayer	How does Requesting Behaviour Vary with Rank of Imposition in German and English Native Speakers?
Lisa Marie Müller	<i>I'm sorry</i> – Gender Differences in Performing Apologies
Panagiota Papastefanis	Compliment Responses of American and German Females
Marian Viola	Compliments in American-English and German on the basis of <i>Modern Family</i> and <i>Türkisch für Anfänger</i>
Rosaly Zhang	<i>You look lovely today</i> - A Comparison of Compliment Responses Made by Speakers of Indonesian and German.
Rositsa Zhekov	How do Threatening Letters Differ between English and German?
Marie-Christin Zuchel	Response Tokens in Scottish English – Does the Occurrence of Discourse Markers Depend on Micro-Social Factors?

Friday, 12 May 2017 | 14:15 – 14:45

Language Use and Multilingual Practices in Singaporean Computer-Mediated Communication

Lisa Marie Dillmann (Trier)

I obtained my Bachelor's degree in 2014 in Moderne China-Studien (major) and English Language and Linguistics (minor), and finished my Master's degree in English Linguistics (major) and China – Kultur und Kommunikation (minor) at the University of Trier in 2016. From September 2011 to August 2012 I studied Chinese Language at Shanghai University in Shanghai, China. I am currently starting to work on my PhD thesis, and working as an assistant in the English Linguistics Department at the University of Trier. My research interests include multilingualism, multilingual practices, specifically code-switching, English in Singapore and computer-mediated communication.

This research project is based on my M.A. thesis which investigates the use of multilingual practices, with a special focus on code-switching, by Singaporean web-users. As a multilingual and multiethnic country, Singapore is an ideal environment for use of multilingual practices among its inhabitants. The thesis addresses how Singaporeans use their linguistic repertoires in online communication, and how code-switching and other multilingual practices are employed. Data from a sub-forum of the Singaporean web forums page SgForums.com was qualitatively analyzed to reveal details about language use. In previous research computer-mediated communication has been found to be a very relevant site for more conscious, planned and stylized use of code-switching and other multilingual practices (cf. Hinrichs 2006, Androutsopoulos 2013, 2015), and my results show a generally widespread use of multilingual practices among the forum users, but at the same time also indicate considerable variation in language use among individuals.

A major issue in the analysis and discussion of the data so far was the fluent relationship between Singapore English – as a much debated local 'standard' variety (e.g. Gupta 1989, 2010) – and the colloquial variety Singlish – in itself a mixed code (Wong 2014: 32) – as most code-switching frameworks (cf. e.g. Myers-Scotton 1993a/1993b, Auer 2007, Muysken 2000) used as a basis for analysis only consider clearly defined, distinct language entities.

Therefore, moving forward, the critical discussion of challenges involved in describing code-switching in this specific environment and the acknowledgment of "fuzzy" data (Gardner-Chloros 2009: 167) will be an important part of the project.

The scope is also expanded in that a mixed-method approach will be employed on data obtained from several forums relying on qualitative analysis for detailed insights into language use and variation, on quantitative analysis to show possible overall patterns, and on short surveys among language users to reveal commonly observed discrepancies between language attitudes and use (cf. Cavallaro/Ng 2009).

Androutsopoulos, Jannis (2013) Code-switching in computer-mediated communication. In: Herring, Susan C. / Stein, Dieter / Virtanen, Tuija (eds.)

Androutsopoulos, Jannis (2015) Networked multilingualism: Some language practices on Facebook and their implications. *International Journal of Bilingualism* 19/2. 185-205.

Auer, Peter (2007) The pragmatics of code-switching: a sequential approach. In: Li Wei (ed.) *The Bilingualism Reader*. 2nd edition. London: Routledge. 123-138.

Cavallaro, Francesco / Ng, Bee Chin (2009) Between status and solidarity in Singapore. *World Englishes* 28/2. 143-159.

Gardner-Chloros, Penelope (2009) *Code-switching*. Cambridge: Cambridge University Press.

- Gupta, Anthea Fraser (1989) A Standard for Written Singapore English. In: Foley, J. A. (ed.) *New Englishes: The Case of Singapore*. Singapore: Singapore University Press. 27-50.
- Gupta, Anthea Fraser (2010) Singapore Standard English revisited. In: Lim, Lisa / Pakir, Anne / Wee, Lionel (eds.) *English in Singapore: Modernity and Management*. Hong Kong: Hong Kong University Press. 57-89.
- Hinrichs, Lars (2006) Codeswitching on the Web. *English and Jamaican Creole in e-mail communication*. Amsterdam: John Benjamins.
- Muysken, Pieter (2000) *Bilingual Speech: A Typology of Code-Mixing*. Cambridge: Cambridge University Press.
- Myers-Scotton, Carol (1993a) *Social Motivations for Codeswitching: Evidence from Africa*. Oxford: Clarendon Press.
- Myers-Scotton, Carol (1993b) *Duelling Languages: Grammatical Structure in Codeswitching*. Reprint 2005. Oxford: Clarendon Press.
- Pragmatics of Computer-mediated Communication*. Boston: de Gruyter Mouton. 667-694.
- Wong, Jock O. (2014) *The Culture of Singapore English*. Cambridge: Cambridge University Press.

Friday, 12 May 2017 | 14:45 – 15:15

**Signalling Respect and Identity in Discourse:
Variation in the Use of Nominal Address in Jamaica and Trinidad**

Matthias Klumm (Rostock)

Having passed the First State Examination (Erstes Staatsexamen) in English and French at the University of Heidelberg, Matthias Klumm was admitted as a PhD student to the Graduate School Language & Literature at LMU Munich in October 2012. In his thesis, which was supervised by Prof. Dr. Stephanie Hackert and successfully defended in February 2017, Matthias Klumm empirically examined the use and functions of nominal and pronominal address patterns in the Anglophone Caribbean from a variationist sociolinguistic perspective. Since April 2017, Matthias Klumm has been working as a research associate (wissenschaftlicher Mitarbeiter) at the University of Rostock.

Vocatives are among the most fundamental discursive strategies by means of which speakers construct and negotiate interpersonal relationships (cf. Leech 1999). The way people address each other does not only provide valuable information about the relationship between the speaker and the addressee, but also about the interlocutors' social characteristics (e.g. gender, age, social class etc.) as well as the situational context in which the interaction takes place. Against this background, postcolonial societies such as those in the Anglophone Caribbean offer a particularly interesting setting for the investigation of address given the "extreme ethnic, cultural, and lingual diversity and [...] social, economic, and political inequities and tensions exacerbated by their colonial histories" (Anchimbe and Janney 2011: 1451).

This paper aims to investigate the extent to which the use of nominal address in discourse varies both within and between Jamaica and Trinidad, the two most populous islands of the Anglophone Caribbean. Based on empirical data (i.e. written questionnaires and semi-structured interviews) gathered during two fieldwork stays in Jamaica and Trinidad in late 2013 and early 2014, respectively, the analysis focuses in particular on those forms of address which speakers use to express varying degrees of respect towards their addressee (e.g. titles on their own, titles plus first/last name, kinship terms for non-kin etc.). The results illustrate that the Jamaican and Trinidadian informants' choice of deferential address is to a large extent conditioned by the addressee's age as well as by the discourse context. In addition to variation in the use of deferential address, this paper investigates the informants' use of particular terms of address as an 'act of identity' (cf. Le Page and Tabouret-Keller 1985) by means of which they signal their affiliation to a particular social group. The ultimate goal of the analysis is to provide an understanding of the complex dynamics of postcolonial Caribbean societies.

Anchimbe, Eric A. and Richard W. Janney. 2011. "Postcolonial pragmatics: An introduction". *Journal of Pragmatics* 43(6): 1451-1459.

Leech, Geoffrey. 1999. "The distribution and function of vocatives in American and British English conversation". In Hilde Hasselgård and Signe Oksefjell (eds.), *Out of Corpora: Studies in Honour of Stig Johansson*, Amsterdam: Rodopi, 107-118.

Friday, 12 May 2017 | 15:15 – 15:45

It creates an atmosphere of freedom – Ghanaian Students' Attitudes Towards Student Pidgin

Elisabeth Hampel (Bonn)

Elisabeth Hampel studied "English Studies" (B.A.) and "Applied Linguistics" (M.A.) at the University of Bonn. Her research interests include African youth languages, Intercultural Communication, Pidgins and Creoles and postcolonial pragmatics.

Student Pidgin (SP), a variety of Ghanaian Pidgin English, is a youth language spoken by Ghanaian students in senior high schools and universities. The use of youth language is typically frowned upon by older generations who associate it with deviant behaviour and blame youth languages for the perceived inability of youths to speak the standard language. But even within communities of youths, attitudes towards youth languages are ambivalent. Although many speakers enjoy using the non-standard codes, they may nevertheless internalise society's negative stereotypes about them.

The present study explores Ghanaian students' attitudes towards SP. Questionnaire data were collected at schools and universities in Ghana's two largest cities, the country's capital Accra and Kumasi, regional capital of the Ashanti Region. A total of 184 students filled out the mainly quantitative questionnaire. Additionally, qualitative interviews were conducted with five groups of students in Accra. The informants, comprising speakers and non-speakers of SP, expressed both positive and negative attitudes towards the youth language. Positive aspects mentioned by speakers include the function of SP as an informal and easier alternative to Standard English and its ability to serve as a peer group marker. Negative attitudes are not limited to those who do not speak SP and centre around a perceived adverse influence of SP on students' English or their academic performance. There are regional differences between the two cities as SP is more widespread in Accra than Kumasi and therefore more accepted within the student community in Accra. This may be explained by the dominant role of the local Akan language in Kumasi, which can fulfil a number of functions that SP serves in Accra.

Friday, 12 May 2017 | 15:45 – 16:30 | Poster session

Indirectness and Politeness Strategies in Requests – Comparing German and Indian Students in Situations of Low Power Distance versus High Power Distance

Hanna Bruns (Bonn)

Hanna Bruns holds a Bachelor's degree in English Studies and History of Arts from the Technical University of Dresden. Her main research interests are psycholinguistics and forensic linguistics.

The speech act of requesting has been the focus of many research projects. Especially the Cross-cultural Study of Speech Act Realization Patterns (CCSARP) Project (1984/2011) explored the indirectness strategies used in requesting cross-culturally, connecting it with politeness theory (Blum-Kulka 1987). In his cross-cultural study, Hofstede (2001, 2010) identified cultural dimensions along which he was able to compare the values countries share. One of these is the dimension of power distance, in which India reaches a very high score, and Germany a relatively low score. Following, and adding to, these lines of

research, this study deals with indirectness strategies used by German and Indian students across different situations of power distance.

Using a discourse completion task (DCT), requests were elicited from both groups in situations of low power distance, aimed at friends, and of high power distance, aimed at professors. The study set out to answer the following questions: Do Indian students vary greater in their use of indirectness strategies across the two power situations than German students? Do German students generally make requests more direct? The hypotheses were that Indian students show a greater difference in usage of indirectness strategies in low power distance situations compared to high power distance situations than Germans do, and that Germans were generally more direct (House 2005).

While Indian students did in fact vary more in their usage of strategies between low and high power distance situations than German students, the Indian students also tended to be much more direct in low power distance situations than Germans. Both effects were highly significant after Fisher's exact test. This contradicts the stereotype about the very direct and impolite German culture.

Blum-Kulka, Shoshana (1987). *Indirectness and Politeness in Requests: Same or Different?* Journal of Pragmatics 11: 131-146.

Blum-Kulka, Shoshana and Olshtain, Elite (1984/2011). "Requests and Apologies – A Cross-cultural Study of Speech Act Realization Patterns (CCSARP)" In: Hua, Zhu (ed.) *The Language and Intercultural Communication Reader*. London, New York: Routledge. 135-151.

Hofstede, Geert (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. Second Edition. Thousand Oaks CA: Sage Publications.

Hofstede, Geert; Hofstede, Gert J. and Minkov, Michael (2010). *Cultures and Organizations: Software of the Mind*. Revised and Expanded 3rd Edition. New York: McGraw-Hill.

House, Juliane (2005). "Politeness in Germany: Politeness in GERMANY?" In: Hickey, Leo and Steward, Miranda (eds.) *Politeness in Europe*. Multilingual Matters, Volume 127: 13-25.

Friday, 12 May 2017 | 15:45 – 16:30 | Poster session

(In)directness in German and American Advice Offering: A Cross-Cultural Comparison

Joan Degener (Bonn)

Joan Degener did her Bachelor's degree in English studies at the University of Bonn. Her main research interests are psycho- and sociolinguistics.

The present study investigates sociopragmatic and pragmalinguistic differences concerning the degree of directness between German native speakers and American native speakers when offering advice using a modified version of the CCSARP coding scheme developed by Blum-Kulka et al. (1989). In order to allow for a more in-depth analysis, a further categorization using a system introduced by DeCapua and Findley Dunham (2007) was used in order to cope with the narrative-like style found in some of the data collected.

Results indicate that the strategies of both groups do not differ to a great extent, especially when solely looking at the head act of each utterance provided. However, a tendency to make use of phatic moves was observed in the American informant group, which could be used to explain the general perception of the American culture as being more polite than the German culture.

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

DeCapua, A. and Findley Dunham, J. (2007). The pragmatics of advice giving: Cross-cultural perspectives. *Intercultural Pragmatics* 4(3): 319-342.

Friday, 12 May 2017 | 15:45 – 16:30 | Poster session

**A Corpus-Driven Analysis of the Speech Functions of Tag Questions: A Contrastive Study
between ELF Speakers and Native Speakers of British English**

Miriam Koch (Bonn)

Miriam Koch studied at the RWTH Aachen University and finished her BA there. Her main research interests are forensic linguistics, critical discourse analysis and political rhetoric.

The present study is aimed at illustrating the different use of tag questions between ELF speakers and native speakers of British English. The second focus of the corpus-driven research is the analysis and interpretation of the various speech functions which are captured by tag questions. The empirical data has been selected from the VOICE corpus (containing 1,023,082 words) and the Bergen Corpus of London Teenage Language (containing 444,166 words). In order to draw the desired conclusions about the usage of tag questions between the two groups, the study falls back on academic publications from scholars such as Kimps et al. (2014), Barron et al. (2015) and Tottie and Hoffmann (2006).

The results suggest that native speakers of British English use 3.13 times more tag questions per million words in contrast to ELF speakers. With regard to the speech functions of tag questions, the findings show that native speakers mostly use tag questions to utter statements without expecting responses (58.25%) whereas ELF speakers mostly state tag questions to verify an opinion or a fact (51.45%).

Barron, A., Pandarova, I., & Muderack, K. (2015). Tag questions across Irish English and British English: A corpus driven analysis of form and function. *Multilingua* 34 (4). 495-525.

Kimps, D., Davidse, K., & Cornillie, B. (2014). A speech function analysis of tag questions in British English spontaneous dialogue. *Journal of Pragmatics* 66. 64-85.

Tottie, G., & Hoffmann, S. (2006). Tag Questions in British and American English. *Journal of English Linguistics* 34 (4). 283-311.

Friday, 12 May 2017 | 15:45 – 16:30 | Poster session

**A Study on the Topics of Offences that evoke an Apology: Comparing the TV Shows *Friends* and
*Desperate Housewives***

Theresa Krumbiegel (Bonn)

Theresa Krumbiegel did her Bachelor's degree at the RWTH Aachen in Literature und Linguistics. Her main research interests are semantics and pragmatics.

The aim of this paper is to examine the TV shows *Friends* and *Desperate Housewives* with regard to the conversational context of apologies. The focus is on the identification of the topics of offences, rather than the general realization of the speech act, building on the categories that were introduced by Deutschmann (2003). Furthermore, this paper seeks to unveil possible differences in the topics of offences that are connected to the age groups the protagonists of the two TV shows belong to, namely 20+ regarding *Friends* and 40+ with regard to *Desperate Housewives*. In total, 357 utterances were extracted from two self-compiled corpora based on transcripts of the shows, and fitted into the categories of offences. It was found that the dominant topic of offence in both shows was the one of lack

of consideration (e.g. interruptions, overlooking a person, not paying attention, forgetting a name, being late). The second most dominant category in *Friends* is that of requests (e.g. requests for attention, asking someone to do something, asking a person to move), while the protagonists in *Desperate Housewives* apologize for breaches of expectations (e.g. declining offers, declining requests, forgetting agreements, not keeping agreements) with the second highest frequency. Still, the presence of all categories differs only slightly in the two TV shows, ranging from a difference of 8.47% to merely 0.21%. This suggests that the age difference of the respective protagonists does not strongly influence the topics of offences that consequently evoke an apology.

Deutschmann, M. (2003). Apologising in British English. (Dissertation) Umeå: Institutionen för moderna språk Umeå universitet.

Friday, 12 May 2017 | 15:45 – 16:30 | Poster session

How does Requesting Behaviour Vary with Rank of Imposition in German and English Native Speakers?

Christiane Svenja Mayer (Bonn)

Christiane S. Mayer did her Bachelor's degree in English Literature and Linguistics at the University of Bonn. Her current research interests are language and the media as well as language processing. Furthermore, she is interested in corpus analysis and methodology of empirical research.

In a DCT contrastive study twenty German native speakers and twenty English native speakers were compared regarding the indirectness and type of request realisations in ten situations with controlled social distance to find out if there is a positive correlation between rank of imposition and indirectness as Brown and Levinson (1978) claim and if this is present in both cultures. Additionally, the English Native Speakers (ENS) are assumed to be more indirect than the German Native Speakers (GNS) in situations with a high rank of imposition. Cross-cultural agreement towards situational variation is expected while strategy choice can be assumed to vary across cultures (see Economidou-Kogetsidis 2010). This means GNS and ENS are expected to share their tendency for indirect or direct strategies but differ regarding the sort of strategy applied. The questionnaire was designed analogously to the situations used by Economidou-Kogetsidis (2010) instead of a straightforward replication.

Of all the realisation strategies the query preparatory was the most commonly used strategy. It was used more than twice as often in the English samples with 47.37% than in the German samples (28.13%). This was followed by the hint which yielded no big difference for the German and the English data. The hypothesis that the higher the social distance, the more indirect the strategy chosen could not be confirmed, yet there was a trend towards indirectness in both cultures depending on the respective situation in the DCT. A tendency towards being more indirect in high social distance situations such as a conversation with the boss was observable. The rank of imposition also had an influence on this variable. English Native speakers used more indirect strategies in a high D high R situation than in a high D low R situation but this was not the case for the German native speakers.

Brown, P. & Levinson, S. (1978). *Universals in Language Usage*. Cambridge University Press: Cambridge.

Economidou-Kogetsidis, M. (2010). Cross-cultural and situational variation in requesting behavior: Perceptions of social situations and strategic usage of request patterns. *Journal of Pragmatics* 42, 2262-2281.

Compliments in American-English and German on the basis of *Modern Family* and *Türkisch für Anfänger*

Marian Viola (Bonn)

Marian Viola did his BA in Cologne in Romance studies (Spanish) and African studies. His research interest lies mainly in intercultural communication.

This study is an approach to the intercultural comparison of compliments. Speech acts such as compliments have been the object of investigation in many studies but there has been a lack of studies on German data, as well as fictional data in general. What this paper does is to fill both gaps and to give motivation for further research in the field of fictional data. The paper at hand approaches this intercultural comparison on the basis of three research questions.

RQ1: Do American and German characters in *Modern Family* and *Türkisch für Anfänger* use the same response types?

RQ2: Do Americans, in this paper represented by the cast of *Modern Family*, have a lack of originality in their lexical choice when complimenting?

RQ3: Do the objects being complimented on in American English and German differ from each other?

The US-comedy series *Modern Family* and the German comedy series *Türkisch für Anfänger* constitute the source for the obtained data. The data was coded and categorized with the help of two coding schemes from Holmes (1988) and Herbert (1986) which were adapted to better fit the data. The results suggest that especially the socio-cultural values both countries have influence the analysis in regard to the posed research questions. In particular, the fact that the USA is an individualist country is important to bear in mind. The results of the first two research questions show that both groups use the same response types and that Americans in fact lack in originality. Also, the fact that the results stem from comedy series plays an important role in the analysis especially for the third research question. It was found that Americans and Germans compliment the same objects and topics but that these findings do not match the findings from previous studies that were conducted on non-fictional data.

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

Herbert, R.K. (1989). The ethnography of English compliment and compliment response: a contrastive sketch. In: Oleksy, W. (Ed.), *Contrastive Pragmatics*. Amsterdam: Benjamins: 3–35.

Holmes, J. (1988). *Paying compliments: A sex-preferential politeness strategy*. *Journal of Pragmatics* 12, 445-465.

Manes, J. & Wolfson, N. (1981). The compliment formula. In: Coulmas, F. (Ed.), *Conversational routine: Explorations in Standardized Communication Situations and Prepatterned Speech*. Den Haag: Mouton Publishers: 116-132.

Socioeconomic Variation of *uh* and *um* as Turn Taking Devices in Restaurant Servers' Speech: A Variational Pragmatics Approach

Larssyn Staley (Zürich)

Larssyn Staley is a senior teaching and research associate at the University of Zurich. She has recently completed her doctoral dissertation entitled Socioeconomic Pragmatic Variation: Speech Acts and Address Terms in Context; her publications include "Thanks responses in three socio-economic settings: A variational pragmatics approach" (2014, Journal of Pragmatics).

Work on uh and um as sociolinguistic markers has highlighted the importance of their discourse management functions, similar to discourse-pragmatic markers such as you know and well (Tottie 2011: 175-176), their function as planners (Tottie 2011) and their turn management function (Tottie 2014b). Gender (Tottie 2011: 180; Bortfeld et al. 2001), age (Tottie 2011: 185; Bortfeld et al. 2001), and socioeconomic class (Tottie 2011: 188) have all been shown to influence the use of uhm. However, Tottie states that, as context varies in the BNC and “speakers in many of the subtexts use longer turns or more complex sentence structures that require a greater effort in planning than everyday small talk” (2011:192), the use of uhm may also be “determined by setting and register” (2014a: 6). Additionally, in intimate or private discourse, speakers use fewer uhms than in non-private discourse, such as courthouse and bank discourse (Tottie 2014a: 25).

In this study, the discourse context is delimited to server talk in restaurant service encounters, so as to control the social and discourse context. Additionally, I have restricted my analysis to utterance-initial uh, um and other turn initial discourse-pragmatic markers, in order to contrast their use across the socio-economic scale. The data used in this project are from the Los Angeles Restaurant Corpus (LARC), a corpus of 22 restaurant service encounters, from three different price points, recorded with the consent of the servers and guests. By comparing the use of these turn-initial discourse-pragmatic markers in LARC, the social and discourse context are held constant, providing comparable discourse to be contrasted.

In this study, I examine the function and frequency of uh and um in relation to other turn-initial, discourse-pragmatic markers, alright, oh, so, well and okay. Frequencies are normalized to the number of turns. Servers in the restaurants in the lowest price point use approximately 30 percent more utterance-initial, discourse-pragmatic markers and more than 50 percent more uhms than both other price points.

Bortfeld, Heather, Silvia D. Leon, Jonathan E. Bloom, Michael F. Schober, and Susan E. Brennan. 2001. "Disfluency Rates in Conversation: Effects of Age, Relationship, Topic, Role, and Gender." *Language and Speech* 44 (2), 123-147.

Tottie, Gunnel, 2011. Uh and Um as Sociolinguistic Markers in British English. *International Journal of Corpus Linguistics* 16, 173–197.

Tottie, Gunnel, 2014a. On the Use of uh and um in American English. *Functions of Language* 21, 6-29.

Tottie, Gunnel. 2014b. Turn Management and the Fillers Uh and Um. In: Aijmer, K., Rühlemann, C. (Eds.), *Corpus Pragmatics: A Handbook*. Cambridge University Press, Cambridge, pp. 381-407.

Keynote

The Politics of Language: Negotiating Boundaries at Work

Jo Angouri (Warwick)

Before joining the Centre for Applied Linguistics at the University of Warwick Jo Angouri was a Senior Lecturer at the Bristol Centre for Linguistics (BCL). Jo Angouri is an experienced researcher and has carried out fieldwork in a range of professional and health care settings in different countries in Europe. She has worked in EU and UK funded research projects and has published in specialist and wide readership journals and edited collections. Her research sits at the interface of sociolinguistics, pragmatics and discourse analysis. She is particularly interested in the analysis of interaction and the relationship between language, culture and identity.

The modern workplace is transient and diverse. Employees are called to work in teams and operate at the interface of linguistic, professional and geographical boundaries. Moving between teams (or jobs, countries and professions) involves managing multiple different norms and ways of doing in enacting professional roles and identities. Employees negotiate belonging and index group membership, or the opposite, in daily life at work which has implications for claiming, and being accepted or not, as 'one of us'. This is linguistically enacted but there is little socio/linguistic research on boundaries and boundary crossing in the workplace.

In this paper, I draw on current and recently completed work and discuss how employees *do* membership to a group. I take a critical stance and bring together analytical principles from interaction analysis and critical discourse traditions. I present data from two settings, a new employee negotiating hegemonic ideologies and hierarchies and a team of newly established middle managers. The datasets are collected following an ethnographic design and consist of observations, interviews and naturally occurring interaction. The analysis shows that employees actively negotiate the power im/balance in enacting their professional roles and identities and do belonging and fitting in in the process. I close the paper with a discussion of the strengths and limitations of the current theoretical and methodological apparatus for the study of workplace interaction and provide directions for further research.

Saturday, 13 May 2017 | 09:30 – 10:00

Pragmalinguistic Variation in German and English Online Dating Ads

Laura Schulte-Geers (Bonn)

Laura Schulte Geers did her Bachelor's degree in Literature and Linguistics at RWTH Aachen. Her main research interests are psycholinguistics as well as intercultural communication.

The study at hand is concerned with pragmalinguistic variation in dating ads. The basic speech act contained in dating ads is a directive one and its canonical variant is "X seeks Y for Z" (Shalom 1997: 190). Variation in the *seeks* component of this canonical structure will be studied here within and across two varieties: German spoken in Germany and English spoken in Great Britain. In addition, it compared the found variations in relation to the sexual orientation of the informants. The dating ads used for analysis were published online. The study adopts a coding scheme developed by Zahler (2016: 216-217) to classify the variants of the verb phrase of the canonical speech act. As this study is a replication of Zahler's (2016) study with less data, comparing German and English instead of Spanish and English, it was tried to ensure comparability as far as possible. The results pointed to the canonical speech act being used more by men than by women in German and more by heterosexuals than by homosexuals in English. Furthermore, the directive speech act was more likely to be left out by homosexuals than by heterosexuals in English, whereas it was more likely to be left out by women than by men in German. These findings were discussed considering their reflection of social and cultural differences between the two speech communities.

Shalom, C. (1997). That great supermarket of desire: Attributes of the desired other in personal advertisements. In: Harvey, K., & Shalom, C. (Eds.). *Language and desire. Encoding sex, romance and intimacy* (pp. 186-203). London/New York: Routledge.

Zahler, S. L. (2016). Pragmalinguistic Variation in Electronic Personal Ads from Mexico City and London. *IULC Working Papers* 15 (1). 208-230.

Saturday, 13 May 2017 | 10:00 – 10:30

The Speech Act 'Complaint' on the Social Media Platform Facebook – Contrasting American English and German

Katharina Dünn (Bonn)

Katharine Dünn did her BA in Language and Communication and Economic Sciences at the University of Siegen. Her main research interests are pragmatics.

The speech act 'complaint' has been studied using a range of different methodologies ranging from elicited role plays and production questionnaires to the analysis of authentic face-to-face conversations and written texts. Very few of those studies, however, discuss complaints in computer-mediated-communication. The goal of this study, therefore, was to investigate differences between complaint strategies used by German and American users on the official Facebook pages for Samsung Mobile US and Samsung Mobile Germany. The sample for this study consisted of 20 complaints collected from the "visitor posts" sections from both of these pages. The results of this study suggest that the two languages differ only slightly with regard to the level of directness and the use of different complaint strategies.

Saturday, 13 May 2017 | 10:30 – 11:00

Excuse me? – Responses to Insults Offending Quality Face: A Cross-Cultural Study

Sarah Lapacz (Bonn)

Sarah Lapacz attained her BA degree in English studies and Romance studies (French) at the University of Cologne. Her research interests are historical linguistics, as well as forensic linguistics and psycholinguistics.

In the popular field of impoliteness research, research on verbal responses to insults is an area that has rarely been addressed. This paper focuses on verbal responses to insults concerning quality face, a face connected to our own value and self-esteem, as defined by Spencer-Oatey (2002). It investigates responses produced by native speakers of American English and of German and to what extent these share similarities or differ from each other. One of the aims is to establish if one group of subjects prefers to react to insults aggressively with a counter-attack and the other in a de-escalating manner. In order to answer this research question, a DCT was used to gather data from 40 subjects, 20 American English and 20 German native speakers. The data elicited from these subjects was coded into two main categories based on their verbal responses: retaliation and de-escalating. The results were then interpreted in the light of Culpeper's study on the emotions connected to offences involving quality face (Culpeper 2011). The results show that the American subjects reacted with more responses belonging to the category of de-escalating than the German subjects, which in turn preferred to give a more aggressive response, if only by a narrow margin. It was also found that the American subjects rather experience emotions connected to Culpeper's category of Sadness and the German subjects emotions associated with that of Anger.

Culpeper, J. (2011). *Impoliteness: Using Language to Cause Offence*. Cambridge: Cambridge University Press.

Spencer-Oatey, Helen. (2002). Managing rapport in talk: using rapport sensitive incidents to explore the motivational concerns underlying the management of relations. *Journal of Pragmatics*, 34(5). pp. 529-545.

Saturday, 13 May 2017 | 11:00 – 12:00 | Poster session

Request strategies by German and Armenian learners of English: How do German and Armenian learners of English make requests?

Inna Galstyan (Bonn)

Inna Galstyan graduated from Gyumri State Pedagogical University and received a diploma in English Language Teaching from the Department of Foreign Languages in the Faculty of English Language. Her research interests are psycholinguistics and forensic linguistics.

Human societies rely heavily on communication, and the role of language in coordinating cooperative communication cannot be underestimated. One of such pragmatic aspects of language is to express requests, i.e. to ask the addressee to perform a certain act.

This study aims to determine the strategies, and internal and external modifiers used by German and Armenian learners of English in making requests.

To this end, a Discourse Completion Task with eight situations was given to twenty German and twenty Armenian university students. The questionnaire was in English and the described situations targeted different social factors i.e. equal status and high status between the addresser and the addressee as well as the degree of acquaintance between them. The data was analyzed in the framework of the Cross-Cultural Speech Act Realization Project (Blum-Kulka & Olshtain 1984).

The findings show that the Armenian and German speakers of English employed similar strategies and modifiers in making requests. The participants of both groups tried to formulate their requests as politely as possible by using various pragmalinguistic means. They mostly used conventionally indirect strategies in order to mitigate the face threatening effect of requests. External and internal modifiers were used by the participants of both groups. Internal modifiers were employed more often and mostly included (lexical/phrasal) downgraders, which soften the force of the request.

Blum-Kulka, S., & Olshtain, E. (1984). Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP). *Applied Linguistics*, 5(3), 196-213.

Saturday, 13 May 2017 | 11:00 – 12:00 | Poster session

- *Aaah... ça va ? - Alles gut, merci.* - Differences in the Small Talk Opening Turns of Belgian German and Standard German Speakers

Alexandra Léonard (Bonn)

Alexandra Léonard holds a bachelor's degree in Germanic Languages and Literature (German/English) at the Université de Namur in Belgium. Her main research interests are pragmatics, sociolinguistics, psycho- and neurolinguistics.

Building on Barron's and Schneider's (2008) earlier research describing differences between English varieties in the field of variational pragmatics, this paper suggests to extend the perspective of this area of research by investigating pragmatic differences in the German language, and especially differences between Standard German and Belgian German. The paper focuses on small talk, and more specifically on possible differences in the opening turns employed by young adult speakers of Belgian German and Standard German.

To approach this pragmatic phenomenon, a production questionnaire was created consisting of two tasks, one focusing on a party situation, and the other on meeting of a friend after class. The focus of the study being on young adults, social media was considered to be the best means to collect data as 'naturally' as possible. Regarding the geographical position of the Belgian German speech community and the context of the tasks focusing on two different situations, two research questions were formulated as follows: Is there any noticeable influence of the French-speaking community on the participants' responses in German? Is there any difference reflected in the use of small talk across situations when considering the micro-social factor of social distance? A contrastive analysis of the two varieties based on Schneider (1988), Schneider (2008) and Ventola (1979) was performed concerning different levels of analysis: the general structure of the dialogues according to the two different tasks, the structure of the first turn and its categorization, and the realization of possible requests in the first turn.

The results suggest that even though all the participants had German as their mother tongue, the variety they speak influences their way of using small talk in the produced dialogues. This is clearly noticeable in the length of the dialogues, the move types, the use of requests and the different lexical items chosen.

Schneider, K. P. (1988). *Small talk: Analyzing phatic discourse*. Marburg: Hitzeroth.

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

Schneider, K. P. (2008). Small talk in England, Ireland, and the USA. In: Schneider, K. P./Barron, A. (Eds.), (pp. 99-139), Amsterdam/Philadelphia: Benjamins.

Ventola, E. (1979). The structure of casual conversation in English. *Journal of Pragmatics* 3(3-4): 267-298.

***I'm sorry* – Gender Differences in Performing Apologies**

Lisa Marie Müller (Bonn)

For her BA degree, Lisa Marie Müller studied English studies and Psychology at the University of Bonn. Her main research interests are psycholinguistics, neurolinguistics, clinical linguistics, and language and gender.

Previous research on performing the speech act apology is commonly focused on other areas than differences in the apologizing behavior of males and females. Even though a variety of researchers (e.g. Holmes 1989, Basow & Rubenfeld 2003, Lazare 2004) postulated that women apologize much more readily and in a more personal way than men, others (e.g. Chamani 2014, Harb 2015) did not find significant differences in the apologizing behavior of the two genders. A DCT-study with 64 German participants identifying as male or female was used to determine differences in their apologizing behavior. It was proven that women in general did engage in more frequent, more elaborate and more personal apologizing behavior and tended to take the blame for the offense caused. Even though the apology strategies were used equally by both genders, females employed a variety of other strategies such as intensifying adverbials or emotional expressions, and made apologies that on average were 1.5 times as long as those of their male counterparts. These findings could be traced back to not only differing communication styles in general (Tannen 1990, Holmes 1995), but also a differently high threshold of which behavior is perceived as offensive in males and females (Schumann & Ross 2010). Being aware of gender differences in apologizing and especially the varying perceptions of what is appropriate can help to prevent miscommunication.

Basow, S. & Rubenfeld, K. (2003). 'Troubles talk': Effects of gender and gender-typing. *Sex Roles*, 48(3-4), 183-187.

Chamani, F. (2014). Gender differences in the use of Apology speech act in Persian. *International Journal of Linguistics* 6(6). doi: <http://dx.doi.org/10.5296/ijl.v6i6.6231>

Harb, M. A. (2015). On gender and apology strategies: The case of Arabic. *Gender studies*, 14(1), 224-265.

Holmes, J. (1989). Sex differences and apologies: One aspect of communicative competence. *Applied Linguistics*, 10(2), 194-213.

Holmes, J. (1995). *Women, Men and Politeness*. London: Longman.

Lazare, A. (2004). *On apology*. New York: Oxford University Press.

Schumann, K. & Ross, M. (2010). Why women apologize more than men: Gender differences in thresholds for perceiving offensive behavior. *Psychological Science*, 21(11), 1649-1655.

Tannen, D. (1990). *You Just Don't Understand: Women and Men in Conversation*. New York: Ballantine Books.

Compliment Responses of American and German Females

Panagiota Papastefanis (Bonn)

Panagiota Papastefanis holds a BA degree in English studies and Geography at the University of Cologne. The topic of her BA thesis was second language acquisition and dyslexia. Her research interests are clinical linguistics, foreign language learning and teaching, bilingualism, and first/second language acquisition.

This study focuses on the analysis of American and German females' compliment responses and is aiming at answering the following research questions: Which realisation strategies do American and German females employ when responding to compliments in their native languages, and do these strategies vary when responding to different topics of compliments? Applying a questionnaire with discourse completion tasks, 20 American and 20 German females (all University students) were supposed to react to compliments according to the topics of ability, appearance, possession, and personality. The results of this empirical study indicate that both participant groups regularly accept compliments and rarely reject them; deflecting and evading response strategies as a compliment response have also been detected in both groups. To solve the conflict of accepting compliments and, at the same time, avoiding self-praise, the informants employed several realisation strategies within one response which comprised strategies of, e.g., acceptance and evasion. A difference in the use of realisation strategies in compliment responses according to the complimented topic was detectable between both groups, implying that the informant's reactions were influenced by the complimented topic. A reason for the results found in the American English data might be due to their wish to maintain solidarity between interlocutors whereas reason for the German females' results might be found in their appreciation of the compliment against the background of general norms of compliment behaviour in German.

***You look lovely today* - A Comparison of Compliment Responses Made by Speakers of Indonesian and German.**

Rosalyn Zhang (Bonn)

Rosalyn Zhang studied English Linguistics and Literature at University Methodist of Indonesia. Her research interests lie in pragmatics, multilingualism, and translation.

Politeness is a linguistic phenomenon which draws the attention of linguists, sociologists or philosophers all over the world. Many researchers studied this phenomenon in different societies such as Holmes (1986) analyzing compliments and compliment responses in New Zealand English, Nelson (1996) investigating compliment responses made by Americans and Syrians and Lorenzo-Dus (2001) studying compliment responses among British and Spanish university students.

This paper reports a study of politeness strategies employed by Indonesian Native Speakers and German Native Speakers when responding to compliments. It has three aims: (1) to discover similarities or differences of politeness strategies between the two cultures, (2) to provide empirical evidence in favor of or in conflict with previous studies and (3) to see whether social distance affects the compliment responses of the two informant groups. The study employs a questionnaire, which was filled out by twenty informants of each native speaker group. The responses were analyzed and categorized using a modified coding scheme based on Holmes (1986) and Gu (1990). Both groups were found to employ the same politeness strategies related to Leech's Tact Maxim (1983), and the two groups used the politeness strategy of Accepting most frequently when responding to compliments made in low social distance and high social distance situations. The results confirmed findings from previous studies in that German Native

Speakers tend to accept appreciation by giving a second assessment. Interestingly, this study found that Indonesians also employed many second assessments, which might be caused by the fact that they were already integrated into the German culture because they had been living in Germany for a long time. This adapted cultural behavior probably works in combination with the Indonesian core value of friendliness.

Gu, Y. (1990). Politeness Phenomena in Modern Chinese. *Journal of Pragmatics*, 14, 237-257.

Holmes, J. (1986). *Compliments and Compliment responses in New Zealand English*. *Anthropological linguistics* 28(4), 485-508.

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

Lorenzo-Dus, N. (2001). Compliment Responses among British and Spanish University Students: A Contrastive Study. *Journal of Pragmatics*, 33(1), 107-127. doi: 10.1016/S0378-2166(99)00127-7

Nelson, G. (1996). Arabic and English Compliment Responses: Potential for Pragmatic Failure. *Applied Linguistics*, 17(4), 411-432. doi: 10.1093/applin/17.4.411

Saturday, 13 May 2017 | 11:00 – 12:00 | Poster session

How do Threatening Letters Differ between English and German?

Rositsa Zhekov (Bonn)

Rositsa Zhekov holds an MA degree in English, Spanish, and Sociology from the University of Cologne. Currently she is enrolled in the MA Programme in Applied Linguistics at the University of Bonn. In the field of Applied Linguistics she is particularly interested in forensic linguistics and her main research interests lie in the linguistic usage in courtrooms and police practices, and in authorship analysis.

The speech act of 'Threat' is believed to be "a social phenomenon – not an individual one" and threats "cannot be defined outside of their context" (Gales 2010: 2-3). Therefore, they are culturally dependant. In this sense, contrastive studies on threats across languages can be very useful in the field of Intercultural Communication. The focus of this paper is to find out if there is a difference in the realisation of threats in English and in German. It analyzes twenty threatening letters, ten in English and ten in German, and is mainly based on work from the field of Forensic Linguistics.

Three types of threats based on Gales' (2010) work are compared: direct, conditional and veiled. It is viewed as stereotypical that German speakers are more direct and explicit in their language use (House 2005:21). Therefore, it is hypothesised that threats realised in German are more direct than in English. In addition, ten of Gales' linguistic categories are used in order to compare form and function of threats used by the speaker in both languages: violent physical verbs, profanity (including sexist and racial language), second person pronoun use, "forceful" modals, negations, conditional clauses, active voice, future tense, imperatives, specified or abstract time frame. The results confirmed the stated hypotheses only to a certain extent. They suggest that direct threats are in fact more often used in German than in English. However, only a minor difference was detected. In contrast, there are considerably more conditional threats in German than in English. With regard to the analyzed linguistic categories, the results indicate that threats are realized differently in English than in German.

Gales, T. (2010). *Ideologies of Violence: A Corpus and Discourse Analytic Approach to Stance in Threatening Communications*. University of California, Doctoral Dissertation.

House, J. (2005). Politeness in Germany: Politeness in GERMANY? In: L. Hickey & M. Stewart (Eds.). *Politeness in Europe*. Multilingual Matters, 127, (pp.13-25). Clevedon: Multilingual Matters LTD.

Saturday, 13 May 2017 | 11:00 – 12:00 | Poster session

Response Tokens in Scottish English – Does the Occurrence of Discourse Markers Depend on Micro-Social Factors?

Marie-Christin Zuchel (Bonn)

Marie-Christin Zuchel did her BA at the Heinrich-Heine University Düsseldorf in Linguistics. Her main research interests are intercultural communication and translation studies.

This paper examines the influence of the micro-social factor "relationship between speakers" on the frequency of occurrence of the discourse marker *response tokens* in Scottish English. Comparing two different approaches, conversation analysis and corpus linguistics, CA turns out to be a useful and valid tool for analysing the data provided by SCOTS, the Scottish Corpus of Texts and Speech (Corbet 2001-2007). The quantitative findings show no constant relation between the degree of relationship and the occurrence of response tokens. Only taking into account the single factor "relationship between speakers" does not lead to noteworthy results in this case. Against this background, this paper emphasizes that the examination of one factor cannot satisfactorily cover the dimension of psychological relations between human beings. The use of response tokens within an interaction depends on various social factors, ranging from individual characteristics up to the cultural and social background of speakers.

Corbet, J. (2001-2007). Scottish Corpus of Texts & Speech (SCOTS): 4.5 million words, 1945-present. Retrieved from <http://www.scottishcorpus.ac.uk/> (last accessed 20 March 2017).

Saturday, 13 May 2017 | 12:00 – 12:30

Suggestions in Party Small Talk: A Case Study with Speakers of American English and Canadian English

Manuel Mavilia (Bonn)

Manuel Mavilia did his BA in Applied Languages (English and German) at the Catholic University of Milan. His research interests lie in the field of psycholinguistics, especially language processing, foreign language learning, and foreign language teaching.

This study aimed at a contrastive analysis of American and Canadian speakers of English with respect to the speech act of suggestion. The main focus was to determine whether any differences are present concerning the level of directness, the type of clauses adopted, the politeness strategies and the agent of the action implied in the suggestion.

To this end, a data collection of party small talks was used. Small talks may have several functions in everyday communication, especially in such speech situations like party encounters, in which they have the power of establishing and/or maintaining a social bond between people. The dialogues were originally collected by Klaus P. Schneider and Anne Barron via a Discourse Production Task included in their Questionnaire on English Usage (QEU). After eliciting the suggestions from the data, a detailed analysis was carried out. To do so, a coding scheme adapted from Banerjee and Carrel (1988) and Blum-Kulka (1989) was used to determine the level of directness, the type of clause and the redressive actions adopted by the speakers of the two varieties of English. Moreover, a second coding scheme adapted from Li (2010) was used to code the perspective of the suggestion.

The results showed a difference between the two varieties in the number of suggestions produced in such dialogues, but no differences in the way they were articulated. Both varieties showed a higher frequency of direct suggestions, whereas indirect strategies were found to be rare. Regarding the type of clause adopted in this speech situation, questions were preferred by both American English (AmE) and Canadian English (CanE) speakers. Imperatives were the second preferred choice used by Americans, followed by

statements, while Canadians made equal use of imperatives and statements. Both AmE and CanE speakers made extensive use of redressive actions to mitigate their acts, mainly using interrogatives, solidarity markers and modals, and sometimes combining them. Furthermore, the agent implied in the suggestion displayed implicit dominance to be the most frequently employed strategy, followed by speaker+hearer dominance, while an explicit speaker dominance or hearer dominance appeared less frequently for both varieties of English.

Banerjee, J. and Carrell, P.L. (1988). Tuck in your shirt, you squid: Suggestions in ESL. *Language Learning* 38, 313-364.

Blum-Kulka, S. (1989). *Cross-cultural pragmatics: Requests and apologies*. United States.

Li, E. S. (2010). Making suggestions: A contrastive study of young Hong Kong and Australian students. *Journal of Pragmatics* 42, 598-616.

Schneider, K. P., & Barron, A. (2008). *Variational Pragmatics: A focus on regional varieties in pluricentric languages*. Amsterdam: John Benjamins.

Saturday, 13 May 2017 | 12:30 – 13:00

***Eh, huh and right are the same, eh?* – Invariant Tag Questions in Three Varieties of English**

Carmen Klein (Bonn)

Carmen Klein did her BA in Linguistics and Phonetics and Philosophy at the University of Cologne. Her research interests are foreign/second language teaching and learning, pragmatics, and psycholinguistics.

Tag questions have been given a lot of attention as linguistic strategies fulfilling two main functions: reassurance and requesting confirmation. This is also true for the invariant tag *eh*, which has largely been studied with focus on its frequent use in Canadian English. The tags *huh* and *right*, however, have predominantly been researched in their function as repair initiators or back-channelling mechanisms, while their function as tags in invariant tag questions has been neglected. Still, it can be observed that *huh* and *right* are regularly used as invariant question tags in everyday conversations as well.

This study aims to answer the question whether the invariant question tags *eh*, *huh* and *right* differ from one another in their use and function, and whether their use and function differs in the Canadian, American, and British varieties of English. These questions are investigated using a corpus-based approach with application of the classification of tag functions identified by Gold (2005: 2) for the tag *eh* in Canadian English. The corpus is based on natural, spoken data taken from three corpora (Strathy, COCA, BNC) for each of the varieties of English investigated in this study. The data set for each tag contains 30 instances per variety with the exception for the tag *huh* (12 instances in British English, four instances in Canadian English).

The results suggest that the tags *huh* and *right* fulfil similar functions like *eh*. In all of the investigated varieties, the function of stating a fact was detected as the most frequent one. However, taking a closer look, the frequency of the functions is distributed differently within the varieties of English, suggesting that differences between the tags and their use and function in the varieties exist. For this reason, further research, especially in regard to the tags *huh* and *right*, needs to be carried out in order to be able to generalize findings.

Gold, E. (2005). Canadian Eh?: A Survey of Contemporary Use. Paper presented at the Annual Conference of the Canadian Linguistic Association. University of Manitoba, Winnipeg.

Repair of Non-Understanding in Business English as a Lingua Franca

Veronika Pankova (Bonn)

Before starting the M.A. Applied Linguistics in Bonn, Veronika Pankova studied Microlinguistics in Russia, Moscow Region, and got her Diploma in English and French studies. The area of her research interests is business and intercultural communications.

Business English as a Lingua Franca (BELF) is used by people with different first languages to communicate with international colleagues and partners. In this context, non-understanding may influence the efficiency of international and intercultural professional communication. Hence, investigating the negotiation of meaning and resolution of non-understanding is crucially important. In various studies recently conducted on other-initiated repairs in English (Colman and Healey 2011; Kendrick 2015; Dingemanse, Kendrick & Enfield 2016) and in ELF (Pitzl 2005; Watterson 2008; Tsuchiya and Handford 2014), the influence that contextual factors may have on the distribution of repairs and repair initiating discursive practices in professional interaction has not yet been taken into account. This study contributes to this research area by addressing the following research question: Does power distance in a BELF meeting affect the distribution of other-initiated repairs in a dialog and the goals interlocutors pursue by repair initiation?

To answer this question, a conversational analysis of a compiled mini-corpus was carried out. The mini-corpus of about 31,000 words includes two transcripts of naturally occurring data, namely reporting meetings between a food company and two distributors. The indicated cases of other-initiated repair were categorised according to the repair initiating procedures (e.g. repetitions, reformulations and other-corrections), participants' professional roles and inter/intra-group relationships between initiator and addressee. The findings suggest that the contextual factor of power distance affects the distribution of repair indicating practices. A power imbalance is correlated with the usage of other-initiated repairs for the transactional goal of meaning clarification. In a context with symmetrical power relations, the interlocutors use repair initiating practices such as repetition and reformulation in a more multifunctional way. The participants apply repairs not only to resolve non-understandings but also for e.g. building solidarity with the speaker, showing involvement in the conversation and reducing inter-group and interpersonal distance.

Colman, M., & Healey, P. (2011). The distribution of repair in dialogue. In: Carlson, L., Hoelscher, C., & Shipley, T. (Eds.). *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (pp. 1563–1568). Austin, Texas: Cognitive Science Society.

Dingemanse, M., Kendrick, K.H., & Enfield, N.J. (2016). A coding scheme for other-initiated repair across languages. *Open Linguistics* 2, 34-46.

Kendrick, K.H. (2015). Other-initiated repair in English. *Open Linguistics* 1, 164-190.

Pitzl, M.L. (2005). Non-understanding in English as a lingua franca: examples from a business context. *Vienna English Working Papers* 14, 50-71.

Tsuchiya, K., & Handford, M. (2014). A corpus-driven analysis of repair in a professional ELF meeting: Not 'letting it pass'. *Journal of Pragmatics*, 64, 117-131.

Watterson, M. (2008). Repair of non-understanding in English in international communication. *World Englishes*, 27 (3/4), 378-406.

Sociophonetic Variation in Irish English *like*

Marion Schulte (Bielefeld)

Marion Schulte studied English and Music at the universities of Siegen, Germany and Maynooth, Ireland. She received her PhD in English Linguistics from Bielefeld University, where she currently works as a post-doctoral researcher. Her research interests include the semantics of derivational morphology and the sociophonetics of Irish English.

As in other varieties of English, the word *like* is used as a discourse marker as well as a full verb in Irish English. Especially in its function as a discourse marker, *like* has received considerable attention recently. Its unusual, compared to other varieties of English, clause-final position in Irish English has been discussed (Schweinberger 2015), but also its sociolinguistic variation especially with regard to age (Schweinberger 2012), and the use of discourse *like* by new immigrants to Ireland has been correlated to their integration into Irish society (Nestor & Regan 2015). Sociophonetic studies of this discourse marker do not yet exist for Irish English, although such investigations for British and New Zealand English have shown that the different functions of *like* can be correlated to differences in both vowel and consonant realisations (Drager 2009, Schleeff & Turton 2016).

This paper will address this research gap and use ethnographic interviews with young adults carried out in Dublin in 2016 and 2017 as a data base to investigate the following two research questions: a) Can the different functions of *like* in the speech of young Dubliners be correlated with different vowel realisations? b) If such correlations are found, are they similar to those established for New Zealand and British English? The phonetic analysis of the audio-recorded interviews will use both auditory and acoustic methods and will be carried out with the help of phonetics software PRAAT (Boersma & Weenink 2015). The functions of *like* will be analysed based on transcriptions of these interviews.

Given that both Drager (2009) and Schleeff & Turton (2016) have found significant differences between the vowel realisations in full verb *like* and discourse marker *like* for all three locations investigated (Canterbury, New Zealand; London, England; Edinburgh, Scotland), similar differences are expected in the Irish English data. It is of particular interest to this study whether the vowel realisations in the clause-final position of discourse marker *like* will be different from those in other positions of the discourse marker, as this position of discourse *like* is a distinctive feature of Irish English.

Boersma, P. & D. Weenink (2015). Praat: Doing phonetics by computer (Version 6.0.08) <<http://www.praat.org/>>

Drager, K. (2009). A sociophonetic ethnography of Selwyn Girls' High. Doctoral dissertation, University of Canterbury, New Zealand.

Nestor, N. & V. Regan (2015). The significance of age and place of residence in the positional distribution of discourse *like* in L2 speech. In C. P. Amador-Moreno, K.

McCafferty & E. Vaughan (eds.), *Pragmatic markers in Irish English*. Amsterdam: Benjamins, 408-432.

Schleeff, E. & D. Turton (2016). Sociophonetic variation of *like* in British dialects: effects of function, context and predictability. *English Language & Linguistics* 4, 269-293.

Schweinberger, M. (2012). The discourse marker *LIKE* in Irish English. In B. Migge & M. Ní Chiosáin (eds.), *New perspectives on Irish English*. Amsterdam: Benjamins, 179-202.

Schweinberger, M. (2015). A comparative study of the pragmatic marker *like* in Irish English and in south eastern varieties of British English. In C. P. Amador-Moreno,

K. McCafferty & E. Vaughan (eds.), *Pragmatic markers in Irish English*. Amsterdam: Benjamins, 114-134.

Saturday, 13 May 2017 | 15:15 – 15:45

Assessing the Pragmatic Competence of ESL learners at B2-C2 levels

Edit Ficzere-Willcox (Oxford)

Edit Ficzere-Willcox is a PhD candidate at CRELLA Research Institute, University of Bedfordshire. She is an Associate Lecturer at Oxford Brookes University and a test material writer for Macmillan Publishing. Her background includes teaching English as a foreign language and teacher training. In addition, she has contributed articles to linguistic journals and presented papers at professional conferences

As the number of overseas students and employees in English-speaking countries has exponentially increased over the last decades, the importance of pragmatic competence for L2 speakers to be successful in social integration has been highlighted and the need for assessing it has become more pressing (e.g. Ross and Kasper, 2013). However, most currently available pragmatic tests are based on the Speech Act Theory as a theoretical framework, which has been criticized lately for overlooking the importance of the discursive side of pragmatics.

This research, therefore, investigated an approach to assessing B2-C2 level learners' pragmatic competence in extended oral discourse. It aimed to identify criterial features defining the level of ESL learners' pragmatic competence and to examine in what ways these pragmatic features are utilized differently by B2-C2 level learners. Thirty university students participated in the study, which included four monologic and two dialogic tasks, followed by a semi-structured interview. Performance on the tasks was video recorded, transcribed and analysed quantitatively as well as qualitatively using a Conversation Analytic framework. The results indicate that with increasing language competence ESL learners not only used more but also a wider range of pragmalinguistic devices. It was also found that very high-level learners tended to adjust their language somewhat more appropriately to the given context. The presentation will conclude with suggestions regarding tasks and criterial features which test-designers and teachers can use in their assessment of students' pragmatic competence.

Ross, S. J. and Kasper, G. (Eds.) (2013). *Assessing Second Language Pragmatics*. Basingstoke: Palgrave Macmillan.

Saturday, 13 May 2017 | 15:45 – 16:15

Pragmatic Competence of German Learners of English After a Year in the US

Lisa Schumacher (Bielefeld)

Lisa Schumacher studied English, German, and Latin in the teacher training program for secondary education (Gymnasium/Gesamtschule) at Bielefeld University. She received her Bachelor of Arts degree in 2013 and her Master of Education degree and First State Examination for Teachers in 2016. She has recently started working at Bielefeld University in the department of English linguistics as a lecturer. She is currently working on her PhD thesis. Her research interests include second language acquisition, interlanguage and cross-cultural pragmatics.

In my PhD thesis, I aim to contribute to research on L2 pragmatics in a study abroad context. More specifically I will be investigating the development of pragmatic competence of German L1 high school students of English who spend a (school) year abroad in the United States.

While speech-act theory has been undoubtedly the predominant approach informing research on L2 pragmatics (cf. Félix-Brasdefer 2016: 419), I want to broaden the perspective on L2 pragmatics by moving

away from the speech-act as the lens through which development of pragmatic competence is analyzed. This also has implications regarding methodology, as the dominance of speech-act theory has led to an imbalance in methods most commonly used, with Discourse Completion Tests (DCTs) in particular the major method of data elicitation in L2 (as well as cross-cultural) pragmatics.

While the advantages of using DCTs cannot be argued, certain shortcomings have to be taken into account as well: DCTs cannot claim to provide authentic or consequential data, nor are they interactive (cf. Bardovi-Harlig 2013: 68). However, it is exactly this sort of data that is needed to gain a more comprehensive picture of L2 pragmatic development, especially with regard to interaction (as the major desideratum in research on L2 pragmatics).

With my PhD project I want to contribute to closing this gap. The study I will be presenting serves as a pilot study for my actual fieldwork and is aimed at clarifying methodological questions. My informant group consists of German L1 high school students of English as a foreign language (*Gymnasium*, grade 10 and higher). Several different data elicitation methods are employed and evaluated with regard to their usefulness in research on L2 pragmatics, in this case with a focus on interaction. The results of this pilot study therefore lay the groundwork for methodological choices in the following fieldwork phases.

Bardovi-Harlig, Kathleen (2013). Developing L2 pragmatics. *Language Learning* 63: Suppl.1. 68–86.

Félix-Brasdefer, J. César (2016). Interlanguage pragmatics. In: Yan Huang, ed. *The Oxford Handbook of Pragmatics*. Oxford: Oxford University Press, 416-434.

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