



**5th International Conference of the
American Pragmatics Association
(AMPRA)**

Book of Abstracts

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ABOUT AMPRA-5

AMPRA-5 is the 5th International Conference of the American Pragmatics Association (AMPRA), held Nov. 4-6, 2022 at the University of South Carolina in Columbia, SC.

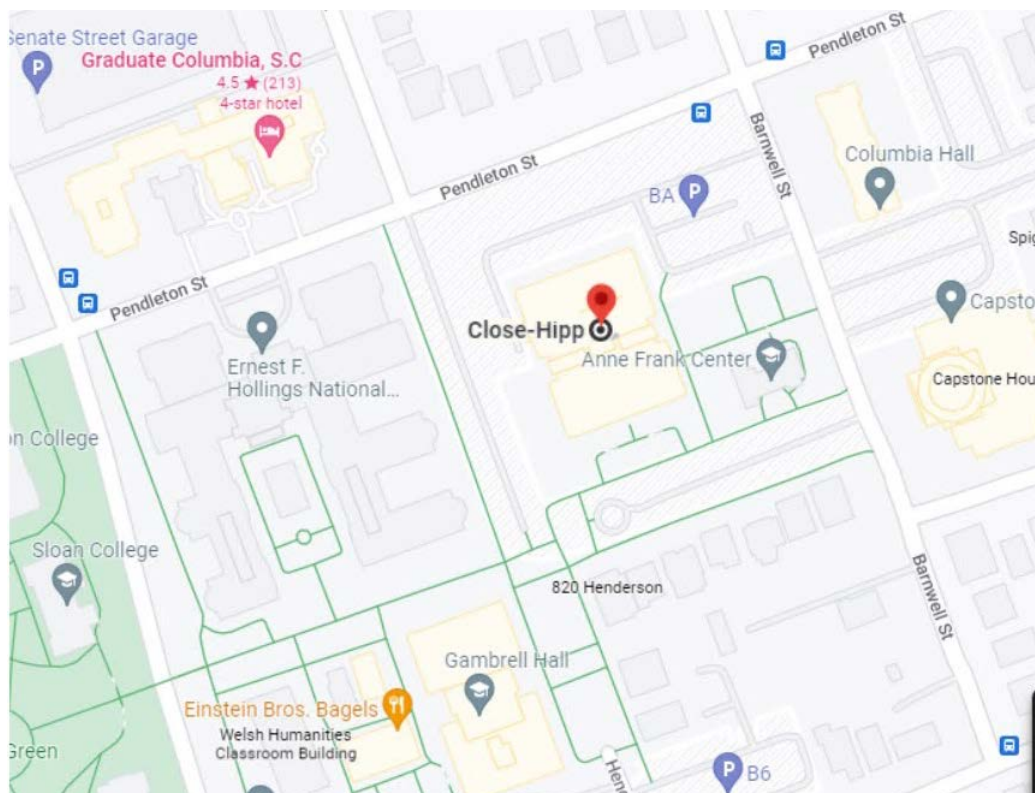
This conference will have a hybrid format, meaning that participants can choose to present either in-person or online.

The goal of this conference is to promote both theoretical and applied research in pragmatics, and to bring together scholars who are interested in different subfields of pragmatics (philosophical, linguistic, cognitive, social, intercultural, interlanguage, etc.).

Physical Location

All in-person aspects of the conference will be held in the USC conference center located on the eighth floor of the Close-Hipp building.

Address: 1705 College St. Columbia, SC 29208



The Graduate is the conference hotel.

Restaurant Recommendations

LUNCH ON FRIDAY

On Campus:

Fresh Greene's; buffet style locally sourced fare; Russel House, outside entrance
Panera Bread; Inside Russel House
Chick-fil-A; Inside Russel House
Einstein's Bagels; Inside Russel House
Colloquium Café; chicken tenders & salads; next to Humanities Building
Village Juice & Kitchen; salads & smoothies; Close-Hipp, entrance level

Off Campus:

Green Olive; Mediterranean; 922 Main Str.
Immaculate Consumption; Sandwiches and coffees; 933 Main Str.
Shalimar Curry House; Indian food; 631 Main Str
Mr. Friendly's; Southern foodl 2001-A Greene Str.
Gourmet Shop; sandwiches and salads; 724 Saluda Ave

LUNCH ON SATURDAY

Off Campus:

Food trucks at the Soda City Market; Main Street, 1300-1600 block, 9am-1pm
Green Olive; Mediterranean; 922 Main Str
Shalimar Curry House; Indian food; 631 Main
Gourmet Shop; sandwiches and salads; 724 Saluda Ave
Sahara Mediterranean Cuisine; Mediterranean; 629 Main Str
Cool Beans/ College Grounds; sandwiches, salads & soups; 1217 College Str.

DINNER ON FRIDAY

Off Campus:

6th Annual Fall Back Fest; street fair with food trucks, music & entertainment; 100-200 State Str, West Columbia
Motor Supply Co.; Fine dining; 920 Gervais Str.
Colas; fine dining; 1215 Assembly Str
Good Life Café; Vegan and vegetarian; 1614 Main Str
Mr. Friendly's; Southern food; 2001-A Greene Str
Bourbon; Cajun-Creole; 1214 Main Str.
Kao Thai Cuisine; 1001 Senate Str.
929 Kitchen & Bar; Korean; 929 Gervais Str.
The Whig; burgers; 1200 Main Str.
Hunter-Gatherer Brewery & Alehouse; beer, pizza, sandwiches, specials; 900 Main Str.

DINNER ON SATURDAY

Off Campus:

Terra; fine dining; 100 State Str, West Columbia
Motor Supply Co.; Fine dining; 920 Gervais
Colas; fine dining; 1215 Assembly Str
Good Life Café; Vegan and vegetarian; 1614 Main Str
Mr. Friendly's; Southern food; 2001-A Greene Str
Bourbon; Cajun-Creole; 1214 Main Str.
Kao Thai Cuisine; 1001 Senate Str.
929 Kitchen & Bar; Korean; 929 Gervais Str.
The Whig; burgers; 1200 Main Str.
Hunter-Gatherer Brewery & Alehouse; beer, pizza, sandwiches, specials; 900 Main Str.

PLENARIES

John W. Du Bois
University of California
Santa Barbara, California

The Prosodic-Cognitive Workspace: Intonation Units and the Emerging Utterances

In naturally occurring conversation, the emerging utterance takes shape through the production of intonation units. The intonation unit may be informally defined as a spurt of speech uttered under a coherent intonation contour. As a fundamental unit of spoken and signed language, the intonation unit's importance is two-fold:

- The intonation unit is universally recognizable by the prosodic cues that mark its boundaries, even in a language you've never heard before (Troiani & DuBois 2022);
- By hypothesis, the intonation unit represents a prosodic-cognitive workspace tied to working memory, whose affordances and limitations shape the development of the emerging utterance.

Different research traditions have identified different units as organizing one aspect or another of the speech production process. Three recognized key units are the utterance, turn, and intonation unit. Now, it is easy enough to see why we need utterances and turns – to package our messages and coordinate our interactions, respectively – but the function of the intonation unit is less clear. To address this question, we present an exploratory statistical analysis of the 67,000 manually transcribed intonation units in the Santa Barbara Corpus of Spoken American English (Du Bois et al. 2000-2005). Taking words as proxies for linguistic function, we present heatmaps showing the distribution of a given word type over the time course of the intonation unit. We further present a clustering model based solely on intonation unit properties (the size of the intonation unit in words, and the position of a word relative to intonation unit boundaries). What emerges from the model is that some words/functions show a well-defined behavior in relation to the time course of the intonation unit, while others vary in less predictable ways. Interjections are the clearest part-of-speech-like category to emerge, suggesting that interjections show their deepest connections to prosody, but not to syntax. Among function words, certain other part-of-speech-like groupings emerge with reasonable clarity, including some connectives, discourse markers, and prepositions. In contrast, content words seem less likely to converge. Taken together, the results suggest that intonation units have a psychological reality closely tied to working memory insofar as it shapes the utterance production process, rather than to the conceptual content that shapes the internal Phrasal structure of the message. We conclude with a more speculative discussion of recent cross-disciplinary research that is suggestive of a possible evolutionary precursor of the intonation unit.





Elena Semino
Lancaster University
Lancaster, United Kingdom

Conflict in discussion of vaccinations on the parenting forum *Mumsnet* (Elena Semino and the Quo VaDis team)

Even before the Covid-19 pandemic, ‘vaccine hesitancy’ – ‘a delay in acceptance or refusal of vaccines despite availability of vaccination services’ – was identified by the World Health Organisations as one of the top 10 global health threats. Vaccine hesitancy is known to be linked to views and attitudes that are formed and negotiated in discourse, particularly online. However, online discussions of vaccinations can both reflect and reinforce polarized views about vaccinations, with little chance of understanding and empathy between people

who hold different views.

This talk presents the findings of a corpus-based study of conflict in discussion of vaccinations on the parenting online forum Mumsnet. Mumsnet has 1.16bn page views a year, and is regarded as a straight-talking, robust platform for parenting discussions. Its most popular Talk Topic, ‘Am I being unreasonable?’ or AIBU, has been described as particularly combative. The study focused on references to ‘anti-vaxxers’ and the use of insults in threads about vaccinations on AIBU. It revealed multiple fronts of conflicts in discussions of vaccinations, and the potential for further entrenchment of views and attitudes as a result of those discussions.

Maite Taboada
Simon Fraser University
Barnaby, Canada



Metaphors we hate by

Metaphors guide much of our daily lives and our language. You may say, with George Lakoff and Mark Johnson, that we live by metaphor. We also hate by metaphor. Undoubtedly, we express hatred through literally hateful words. Nonetheless, many of the most subtle and insidious ways in which we convey hatred and abuse are metaphorical in nature. From the innocent ‘not the sharpest knife in the drawer’ to the dehumanizing nature of much hate speech, metaphors play a fundamental role in how we convey negative opinion.

In this talk, I explore how various figures of speech, including metaphor, but also euphemism, litotes, hyperbole, and sarcasm convey abuse, toxicity, and hate, with a special focus on online discourse. Online discourse can be both shockingly and trivially toxic. Abuse and toxicity are particularly pernicious online, where the scale and speed of communication, coupled with the coded nature of the messaging, make content moderation challenging.

Research in recent years has led to proposals for automatic methods to identify toxicity and abuse, and even proposed automatic moderation of such online content. While automatic methods show promise as far as detecting the most overt expressions of abuse, they still miss the subtle and innovative ways in which online abuse is conveyed. I propose that many of the misses in automatic content moderation have to do with figurative language and metaphors. This talk will expand on these themes and present corpus examples of figurative language used to convey negative opinion, abuse, and toxicity.

PANELS

Pragmatics of African Varieties of English

Organizers: Istvan Kecskes (SUNY Albany), Alfred Buregeya (University of Nairobi, Kenya), Foluke Olayinka Unuabonah (Redeemer University, Nigeria), Akin Odeunmi (University of Ibadan, Nigeria) and Kofi Agyekum (University of Ghana, Legon)

This panel aims to discuss the development and use of different African varieties of English from a pragmatic perspective. It is part of a book project with the same title. Although there are a number of studies on African varieties of English (e.g. Lucko et al. 2003; Wolf 2010; Mesthrie 2004, 2008) there is no book available that would present studies from a pragmatic perspective. This project intends to fill in this gap.

What we are interested in is how the different socio-cultural backgrounds and the multilingual environment in geographic areas affect the oral and written use of English. We would like to identify the unique communicative strategies involving features of African varieties of English and investigate the similarities across these varieties. The project will also explore the interplay of the socio-political factors with the linguistic and interactional factors.

Based on the above-mentioned goals the presentations will focus mainly on three lines of research: 1) idioms, proverbs, metaphors, 2) pragmatic markers, discourse features, anaphora and 3) speech acts and politeness strategies.

Panelists: Kofi Agyekum, Simeon Ajiboye, Alfred Buregeya, Florence Daniel, William Dautey, Akin Odeunmi, Seth Ofori, Titilope Oriola, Zipporah Otiso, Rachel Thompson, Foluke Unuabonah, and Istvan Kecskes

Cross-cultural pragmatics research on potentially face-threatening acts

Organizers: Weihua Zhu (University of Madison, Wisconsin), Xinren Chen (Nanjing University)

In this panel, we intend to reveal cross-cultural pragmatic similarities/differences in the realization, variation, or perception of relatively less explored, potentially face-threatening acts, such as complaining, criticizing, roasting, and verbal assault. The importance of cross-cultural pragmatics research cannot be overemphasized. A lack of knowledge about pragmatic norms in different cultures has the potential to lead to misperceptions and misunderstandings in cross-cultural communication. Lack of awareness of pragmatic mismatches may be one reason for racial discrimination and stereotyping (e.g., Gumperz, Jupp and Roberts, 1981; Bilbow, 1997) which can severely affect people's lives (Erickson and Schultz, 1982) during/after the COVID-19 pandemic. To rectify power in justices, promote two-way understanding, and develop respect and harmony (Boxer, 2002), a plethora of studies have been conducted to reveal cross-cultural pragmatic differences in areas such as (in)directness in requests (e.g., Ren and Fukushima, 2021), (in)formality of address terms (e.g., Bruns and Kranich, 2021), compliment responses (e.g., Chen, He and Hu, 2013), disagreements (e.g., Zhu and Boxer, 2021), thanking and greeting (e.g., House and Kadar, 2021b), among others. However, many of these studies focus on well-studied or less potentially face-threatening objects of inquiry. This panel attempts to fill these gaps by welcoming contributors who examine the pragmatic patterns, variation, or perceptions of under-studied, more potentially face-threatening acts across Western and non-Western languages in various social contexts. Empirical data can be derived from a variety of sources, such as spontaneous conversation, interviewing, social media, TV drama, mediation show, standup comedy, or freestyle battle rap, in different languages, such as English, Chinese, Spanish, Arabic, and so on. Data triangulation is encouraged to accomplish research validity. Data can be analyzed through both qualitative and quantitative methods (House and Kádár, 2021a) and interpreted through both macro and micro contextual lenses (Zhu, 2019). We hope that our panel can offer new perspectives to cross-cultural

pragmatics research in terms of the interplay between linguistic practice and pragmatic perception or contextual effects on face-threats in different cultures.

Panelists: Macy Floyd, Grady Kepler, Shuyang Ye, Jie/Hannah Zhang, and Weihua Zhu

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PRESENTATION ABSTRACTS

Agyekum, Kofi (University of Ghana)

The Pragmatics of Presidential Campaign Promises in Contemporary Ghanaian Politics

The paper discusses campaign promises focusing on the speech act of commissives. It looks at the social settings that are connected with promise. It will also look at the structure of campaign promise and what are the inherent components. The paper will consider the importance of the Ghanaian socio-cultural context in the discussion of speech acts. While analyzing the structure of promises, as a theoretical framework, we will combine the theoretical frameworks of Critical Discourse Analysis (CDA) and Political Discourse Analysis (PDA). The data for the paper was collected from campaign messages that were published in the Ghanaian newspapers in the second half of the 2007. The texts from the newspapers are captured by acknowledging the source of the paper including the date and the page where the story is recorded. The paper focuses on four presidential aspirants of the ruling National Patriotic Party (NPP) during the 2008 general elections

Agyekum, Kofi (University of Ghana) and Rachel Thompson (University of Ghana)

Reconstructing Ghanaian Sociocultural Politeness: Criticizing Invective on Online Platforms

Ghana is one of the African societies where there is a deeply rooted preference for respect and deference towards the elderly and authority figures. Traditionally, it is unacceptable in Ghana to directly criticize such people regardless of their actions or inactions. It is considered even more inappropriate and unacceptable if the criticism is made in public spaces including interactive online platforms. Against this backdrop, it is easy to understand why participants who insult others older than them or higher in terms of social status do not get away with it even on effectively anonymous online platforms.

In this study, we will adopt the notion of perlocutionary effects and explore the pragmatic strategies that netizens employ to reprove users of abusive language. We will analyze and contextualize 50 replies that were posted online in response to abusive language against elderly people and authority figures. These replies include posts that portray Ghanaian sociocultural perspectives on disrespect to age and social status on www.ghanaweb.com from 2016 to 2022. The study's findings will highlight some types of reactions towards the use of abusive language and provide insights into some of the ways netizens construct their identity as Ghanaians when formulating responses to the use of negative antagonistic language on online platforms.

Ahmed, Khalid (University of Central Punjab)

Developing Pakistani ESL Learners' Pragmatic Competence: A Case Study of English Refusals

This research study investigates the development of pragmatic competence of Pakistani ESL learners through classroom teaching. The quasi-experimental research design is employed. The sample was twenty-five undergraduate Pakistani ESL learners. The impact of teaching pragmatic competence and the retention effects of learning were investigated. The experimental process comprises of the intervention of teaching the American English Refusals to Pakistani ESL students. The Written Discourse Completion tests were

used at three different stages for the evaluation purpose and data collection. The mix method was used for data analysis. The qualitative analysis of the responses was conducted by the performances of learners in four stimulus types of the refusals (invitations, suggestions, offers & requests) and four aspects of accuracies (correct expression, quality of information, strategies of choices & level of formality) in the pre-test, post-test and the delayed post-test (Hudson et al. 1992, 1995). The qualitative analysis helped to elaborate the further explanation of the quantitative data. The mean scores of the students in DCTs was the quantitative data. The comparison of post-test scores show that the pragmatic competence of Pakistani English language learners can be developed through teaching. Furthermore, this study shows that the Pakistani ESL students can retain their pragmatic competence of learning English refusals after two months of academic instructions in classroom setting. These results and findings of the study has rich implications for the future researchers in interlanguage pragmatics and further it has pedagogical implications related to ESL learning, teaching and course designing.

Ajiboye, Simeon O. (Bowen University)

Proverbs: A distinctive feature of Nigerian English in Abimbola Adelakun's *Under the Brown Rusted Roofs*

Nigerian English as a variety of the English language in Africa has been an effective way of seamless communication in the Nigerian linguistic landscape. Previous studies on the variety and features of Nigerian English have focused on phonetic, syntactic, morphological and code alternation perspectives, neglecting the pragmatic perspective of Nigerian English. This study, therefore, examines proverbs as a distinctive feature of Nigerian English in Abimbola Adelakun's *Under the Brown Rusted Roofs*. The study adopts a combination of Post-colonial pragmatics, Polyphony and Pragmatic acts theory. The data consist of 132 proverbs in Abimbola Adelakun's *Under the Brown Rusted Roofs* and they are subjected to pragmatic analysis. The analysis shows five distinctive features of proverbs: a marker of identity, an index of impoliteness, a marker of equality, an index of superiority/power relation and communicative strategy. Proverbs as communicative strategy manifest as expressions of interest, disapproval, rebuke, emotion, protest and clarification. These distinctive features are found in contexts of conflict, politics and family. The paper concludes that meaning of proverbs depends solely on context and culture of occurrence which in turn unpack the linguistic reality of Nigerian English.

Al Sharoufi, Hussain and Waleed S. Al-Fadhli (Gulf University for Science and Technology)
A Pragmatic Evaluation of Conclusions by some machine translation quality assessments papers

As the use of machine translation becomes more prevalent as technology continues to improve, the issue of machine translation vs. Human translation has become a subject of controversy these days. In this paper, the in-out approach to linguistic analysis is attempted to be debunked and its role in impeding Machine Translation is elucidated. Furthermore, the ability of machine translation services to fully understand and successfully transfer contextual meaning is investigated through a collection of several quality assessment studies performed. In addition, the findings on the quality of machine translation are linked to Sharifian's pragmatic cultural framework. The study presents the challenges faced by machine translation in its inability to replace human translators as it stands. Based on the findings of Sharifian and Al-Sharoufi, both practs and culturemes are unique, individual, and irreplicable entities in human communication (2017, 2020). Thus, practs, as directed by culturemes, are unrepitative utterances produced at the discretion of language users in communication. Al-Sharoufi (2020) pertinently illustrates this unrepitative nature by examining excerpts from *The Scarlet Letter* by Nathaniel Hawthorne via the following example:

Cultural Pragmatic Schema	Gossiping about ill-reputed people
Speech act/event	Telling the misfortune of Hester Prynne
Pragmeme	Agreeing for the gossip
Pract	I'll tell ye a piece of my mind (the physical enunciation of the utterance)
Cultureme	Affirmative answer (I'll tell ye a piece of my mind) enunciated in that specific context where the congregation of Puritan believers are beholding the misfortune of Hester Prynne before their eyes. Hester is standing on the scaffold awaiting the verdict of the Puritanical court over her crime of begetting an unlawful child.

As the above example shows, a cultureme is a level existing above a basic utterance. In fact, it arises as a synthesis of all extra-linguistic factors to form a unique entity in human communication enunciated uniquely as guided by such factors. In the context of Machine Translation, adequacy of equivalences can only be achieved through the production of output that is natural and idiomatic, using pertinent pragmemes with culturemes situated in their unique context. Finally, discussions are done on the possible shifts in emphasis Machine Translation can make to overcome such obstacles and produce more adequate Target Texts, if it is ever attainable.

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Alabi, Victor T. (Brown University) **Expressing Apology in Yorùbá Discourse**

In this study, I analyze apology acts in Yorùbá discourse drawing data from Yorùbá films produced between 1990 and 2019. Films directed by Mike Bamiloje, Tunde Kelani, and Olanrewaju Abiodun were selected because of their consistency in film directing. Data from films were specifically employed because they capture verbal and nonverbal acts in discourse. Previous studies have examined the verbal aspects of language use without adequate attention to nonverbal acts. 160 samples of film excerpts were obtained from Yorùbá films. Olshtain and Cohen's (1983) framework, which has been employed in Obeng (1999) was adopted in the analysis. In addition to grouping apologies into complex and explicit (Kerbrat-Orecchioni, 1994; Obeng, 1999), I propose multiple explicit apology, which I argue, is employed in severe offense situations in Yoruba discourse. My analysis of apologies is grouped under these three categories because I argue that the three types are frequently employed in Yorùbá discourse. Finally, I examine the functions of social variables such as age and gender in apologies as well as the functions of code-switching (the use of Yorùbá and English) in an apology act discourse. Among other findings, I observe that complex apology was used more than the other types of apologies, code-switching was not used in expressing multiple explicit apologies, and females apologized the least.

Alhudithi, Ella (Iowa State University)

Self-promotion of teaching excellence: How do experienced faculty employ it?

The literature continues to show that academic writers draw on settled functional strategies to communicate their knowledge competently to the readership (Hyland, 2012; Pho, 2008; Zibalas & Sinkuniene, 2019). With most attention being directed to research and student writing, extending the investigation to examine faculty would fill the gap in knowledge about how they employ the strategies to communicate their teaching expertise. Indeed, examining their employment is equally important as it shows their application of knowledge, mirrors core views that they hold, and determines promotional benefits that they can gain. The present study, therefore, seeks to bridge this gap by analyzing faculty writing through a Swalesian genre lens to gain explicit knowledge on functional strategies that they employ to market their teaching and earn teaching excellence awards at the university level. Using a corpus of 62,698 words, the analysis generally revealed an obligatory use of eight functional strategies, extensive use of one strategy, and optional use of one strategy. These findings offer direct contributions to university programs and centers for excellence in teaching with respect to helping junior academic members plant the seed for their teaching careers, immerse in their teaching communities, and understand how to market themselves as highly competent teachers. The study findings also provide direct support to any experienced faculty member hoping to be recognized for their teaching excellence.

Amadio, Débora M. (Universidad Nacional de Córdoba, Argentina)

Convergence and conflict in online interaction

Departing from the theoretical perspective of pragmatics (Du Bois & Kärkkäinen 2012; Verschueren 2012; Zienkowski et al., 2011) and critical sociolinguistics (Eckert 2019; Blommaert 2018; Carranza & Vidal 2013), I examine aspects of the intersubjective dimension and its manifestation in online interaction. The data come from six Facebook pages in which participants share and comment on their own and others' experiences with violence against women perpetrated by men in Argentina. The sequences analyzed, published in the public forum, begin with a post featuring the narratives of the violent acts and a photograph of the beaten or murdered woman. Previous research conducted in comparable online contexts include Kuperberg (2021) and del Valle Nunez (2018). I show that the particular interactional stance (Du Bois 2007) expressed in an opening post conditions the nature of the recommendations offered by Facebook followers. One of the patterns detected involves the tendency to recurrently adopt a stance that is convergent with the one expressed by the participant who initiates a sequence. The other one concerns the orchestrated defense of that initial stance. The study reveals the specific ways in which epistemic and affective aspects connected with stance-taking index in-group membership. In the conclusions, I argue that the discourse against gender violence includes communicative practices of vigilance which ultimately seek to produce a disciplining effect. I also discuss the implications of reprimanding voices that call for less aggressive and more polite ways of communication when representing perpetrators and demanding justice.

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Ariel, Mira (Tel Aviv University), Daniel Asherov (MIT), Alon Fishman (Tel Aviv University), and Nicole Katzir (Tel Aviv University)
What's wrong with 'inclusive' or and with verification tasks?

In a first set of experiments, we show that:(i) responses to 'how many alternatives' the speaker of e.g., *Carl gave Danny a book or a game* had in mind yielded a 'one' response (94%); but (ii) 32% judged the target sentence True when 'both alternatives' were presented as the corresponding state-of-affairs. A possible explanation for the discrepancy between the results is that the participants in exp. 1 were "pragmatic", whereas some of the participants in exp.2 were "logical". The latter seem to support the reality of an 'inclusive' reading (Horn 1972, Carston 1990, Chierchia 2004).

Experiment 3 first aimed to show that the different results above are due to the different experimental tasks. Here the same participants responded to both the "how many" INTERPRETATION task and to the Truth Judgment VERIFICATION task. Nonetheless, results were similar. We explain the discrepancy between INTERPRETATION and VERIFICATION tasks by reference to Truth-Compatible inferences, i.e., unintended, yet objectively potential inferences (Ariel & Mauri 2019, Ariel 2004). These can bridge the gap between the intended interpretation ('one') and the actual state-of-affairs('both'), and only apply in VERIFICATIONS.

Second, the context-relevant Question Under Discussion for the targets, e.g., *Alice or Beatrice came was 'whether at least one woman came'* ("Carl gets a discount if accompanied by at least one woman"). Although conducive to an 'inclusive' reading, the majority of responses to the "how many" INTERPRETATION task were nonetheless 'one'.

Since 'inclusive' responses only show up in VERIFICATION tasks, which do not necessarily reflect speakers' interpretations, they cannot testify to 'inclusive' readings.

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Asad, Marina B. (Ritsumeikan University)

Establishing common ground between interlocutors in complaint sequences: A study of Japanese and Egyptian Arabic direct complaint in daily conversation

This research explores the crucial role of establishing common ground between interlocutors in constructing complaint sequences for Japanese and Egyptian Arabic complaint data. Much recent research has devoted considerable attention to the sequential management of complaints, but only by considering differences in the recipient's design, such as whether complaints are made about a co-present or absent target of the complaint. The question that arises, however, is whether the communicative sequence of complaints is influenced only by the participants' isolated intention to achieve their personal communicative goals, or whether it is a result of interaction between the speaker's intentions and the listener's interpretation, motivated by their will to create something common between them. This article examines the 'direct complaint' that takes place in casual family conversations. Two conversations in each language [collected from the Corpus of Everyday Japanese Conversation (Koiso et al., 2022) & CALLHOME Egyptian Arabic Corpus (MacWhinney, 2007)] were analyzed sequentially according to the Conversation Analysis method and to the Common Ground concept of Kecskes and Zhang (2009). The reason why Japanese and Egyptian Arabic languages were chosen for analysis in this study is not to indicate cultural differences, but rather to focus on the similarities between the two languages. The results firstly suggest that the complaining interlocutor aims to create a common ground with their partner consisting of three levels, namely shared attention, shared knowledge, and shared evaluation. The findings also indicate that failure to establish one of these ground levels can lead to an unresolved complaint sequence.

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Attardo, Salvatore (Texas A&M University-Commerce)

Negotiation or Soft Assembly? Goffman's Frames and Sociopragmatic Analysis

In this paper I examine the abundant terminology surrounding frame analysis in a Goffmanian sense (Goffman, 1974), including, but not limited to, "framing," "keying," "footing, and "bracketing." I will show that the terminology is used in many cases in a vague and imprecise manner, which adds to the terminological confusion (admittedly in part fostered by Goffman's own presentation).

I will then discuss in detail whether social frames and keys are "negotiated" (as is the current prevalent terminology) or in fact "soft assembled." I will argue that soft assembly is a better metaphor to describe the process whereby participants determine "what is going on" (i.e., the social frame active in the exchange) or whether to take the frame seriously or as fiction or joking (i.e., its key). Using examples from both humorous and serious interactions, I will show that there are several strategies whereby participants settle on a frame or key and only some of them can be properly described as "negotiations." In particular, strategies such as ignoring conflicting evidence (for example by using ambiguous responses such as laughter), strategic

interactions (i.e., making moves that force the interlocutor to resolve an ambiguous situation), and post-hoc rekeying (retroactively framing a situation as humor, when no humor was intended or humor was not the primary key) are not well described as “negotiations” as they lack the features of agreement between parties and intentionality, inherent to negotiations.

Azher, Musarrat (Texas A&M University-Commerce)

“No, you should Obey you Wife”: Sustained Humor in Pakistani Saraiki Women’s Conversation

The paper explores the way sustained humor is used as an instrument for the social construction of face and solidarity in conversation by a group of Pakistani Saraiki women discussing a wedding preparation. Saraiki is a language spoken primarily in Southern Punjab (Pakistan) but spread through all provinces of Pakistan and in India (Atta et al. 2020; Mughal, 2020). The term sustained humor (Attardo, 2019) refers to extended humorous exchanges lasting for more than three turns and encompasses co-constructed humor, mode adoption (i.e., responding to irony with irony; Attardo, 2002; Whalen & Pexman, 2010), humor support (Hay, 2001) and extended speaker-dominated turns (e.g., the telling of a humorous narrative or joke). The analysis moves from the discussion of a strained conversation concerning wedding preparation to an extended humorous episode sustained through joint fantasizing (Kotthoff, 2009), ironical mode adoption, humor support and code switching. In the conversation, the women discuss and mock the traditional idea that women should obey their husbands, using different strategies including pretending not to understand what is being said, pretending to be unaware of the culturally central notion of “ata’at” (Urdu: “obedience, deference”), pretending to be uneducated (and thus ignorant of the notion), and code switching from Urdu into Saraiki and vice versa. This is the first analysis of women’s humor and its use to foster solidarity in Saraiki.

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Bieswanger, Markus (University of Bayreuth)
Greeting and farewells in air traffic communication

Greetings and farewells have received considerable attention in pragmatics research. They are widely considered as largely phatic and often formulaic speech acts used to open or close a conversation, both in face-to-face and mediated settings, such as telephone conversations. Greetings and farewells routinely occur in adjacency pair format at the beginning and end of conversations (cf., e. g., Duranti 1997; Sacks et al. 1974), albeit in varying shapes, and can be traced throughout the history of English (cf., e. g., Jucker 2011 & Jucker 2017). The ubiquity of greetings and farewells also means that they are deeply entrenched in speakers' minds, whether they are native or non-native speakers of English. In the relevant document defining the properties of "aeronautical telecommunications" (ICAO 2016), i. e. the communication between pilots and air traffic controllers, the International Civil Aviation Organisation (ICAO) specifies that "[t]he text shall be as short as practical to convey the necessary information" (ICAO 2016: Section 5.2.1.6.2.1.1), and outlines and exemplifies the desirable procedure without greetings or farewells (cf. also ICAO 2007). For some types of aeronautical communications, the ICAO even actively discourages their use: "Non-essential words and phrases, such as expressions of politeness, shall not be used" (ICAO 2016: Section 8.1.2.1). Despite these recommendations, greetings and farewells can be observed in air traffic control communication. The presentation reports on a study based on authentic audio material from different airports around the world, identifying and discussing the use of greetings and farewells.

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Briciu, Adrian (West University of Timisoara)
Bullshit and epistemic reliability

My presentation aims to contribute to the pragmatic discussion of bullshit. I will offer a new theoretical analysis of what bullshit is, one that is more encompassing than Harry Frankfurt's original characterization as speaking with indifference towards truth. I part ways with Frankfurt in two points. Firstly, I propose that we should not analyze bullshit in intentional terms (i.e. as indifference). Secondly, I propose that we should not analyze it in relation to truth. Roughly put, I propose that bullshit is best characterized as speaking with carelessness toward the evidence for one's conversational contribution. I put forward a number of examples that motivate this characterization. Furthermore, I argue that we can analyze speaking with carelessness toward the evidence in Gricean terms as a violation of the second Quality maxim. I argue that the Quality supermaxim, together with its subordinate maxims, demand not only that the speaker is truthful but also that she is epistemically reliable. This is also backed by data from epistemic hedges and evidentials which jointly suggest that in most contexts speakers' reliability for her contribution is tacitly assumed. I further argue that we should interpret what counts as adequate evidence, as stipulated by the second Quality Maxim,

in contextualist terms: the subject matter and implicit epistemic standards determine how much evidence one needs in order to have adequate evidence. I contrast this proposed reading with a subjectivist interpretation and show that they give different predictions.

Buregeya, Alfred (University of Nairobi)
Reworded idioms in Kenyan English usage

This presentation aims to show a) that some idioms have been reworded in Kenyan English (KenE) usage and b) the extent to which KenE speakers are aware of, and presumably use, these reworded idioms. This rewording has produced several types of idioms: a) those whose structure replaces one word with another compared to their world standard English counterparts: e.g. *to milk somebody dry* (vs. *to bleed sb dry*); b) those whose structure adds one or more words: e.g. *to promise sb heaven and earth* (vs. *to promise sb the earth*); c) those whose structure adds a bound morpheme: e.g. *out of the blues*; d) those whose structure removes one or more words from their world standard English (WSE) counterparts: e.g. *close shop* (vs. *close up shop*); and e) those whose structure drops a bound morpheme: e.g. *master of ceremony*. A collection of such idioms already exists in the literature, mainly in Skandera (2003) and Buregeya (2019). In terms of KenE speakers' awareness of select idioms, a sentence-completion questionnaire was administered to 76 fourth-year students from two Kenyan universities to gauge the extent to which they would choose the so-called KenE idioms over their WSE counterparts. Preliminary results suggest the former are indeed better known than the latter, allowing for variation between the idioms themselves.

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Cabanes-Calabuig, Mireia (University of Cambridge)
A holistic, experimental approach to expressives' perspective-dependence and its consequences in discourse

Perspective dependence is acknowledged as one of the main properties of expressives (Potts, 2007; Zimmermann, 2007; Berskyte, 2021). Questions such as whether this perspective is speaker-oriented or non-speaker-oriented have been explored both theoretically (Potts, 2005, 2007; Amaral et al., 2007; Stevens and Duckett, 2018; Hess, 2018) and experimentally (Harris and Potts, 2009; Kaiser, 2015). However, despite being a property shared by all expressives, studies on expressives' perspective-dependence and shifting focus on the same type of expressive items: epithets (e.g., the *jerk*) and attributive uses (e.g., that *bastard* John). In this presentation I argue that, since this aspect is shared by all types of expressives, it should be attended to for expressives across the board.

In my experimental study, I identified patterns and differences in the behaviour of different categories of expressives with regards to their perspective-dependence and perspective-shifting, in line with such a holistic approach to expressives. For this purpose, I used my novel typology of expressives (classified as *modifiers*, *ascriptives*, *referentials* and *exclamatives*) from a bigger project of which this presentation is part. The talk summarizes the results of this study that point to the conclusion that patterns of perspective-shifting are dependent on the type of expressives and their type of interaction with context. I also go a step beyond traditional studies on expressives and post-Gricean views on the speaker-referent relationship and analyze the results in the light of theories of co-construction of meaning in discourse that address how perspective-standing/shifting affect communication

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Cárdenas Almanza, Karen Miladys and Nino Angelo Rosanía Maza (Universidad Nacional Autónoma de México)

The elaboration of pragmatic Inferences in Spanish. A comparative study between Chinese and Mexican students.

This communication provides a descriptive-explanatory approach of the elaboration of pragmatic inferences in Spanish readers, specifically, elaborative inferences, which connect textual information with the speaker's knowledge (Barreyro, 2017). The study considers pragmatics aspects such as: beliefs, assumptions, opinions, feelings, as the set of knowledge that a speaker has for the interpretation of utterances and that constitute their pragmatic information (Escandell, 2006) and contribute to the generation of contextual effects and therefore to the elaboration of inferences.

The methodology used was mixed. The design was quasi-experimental. The sample consisted of 12 informants: 6 of Chinese nationality and 6 Mexican, because we wanted to compare how these inferences were made in subjects who had Spanish as their first and second language. The data was collected from a reading task (texts about Mexican culture) in which they had to answer questions of inferential type and to decipher the possible meanings that went beyond the textual information, which is a characteristic of the inference as cognitive process.

The results obtained showed that the generation of elaborative inferences considers content of the same text as a strategy to connect new information, as part of the contextualization process (Sperber and Wilson, 1986), but they also refer to information that they consider is relevant within Mexican culture. Variables such as lexicogramatical and sociocultural knowledge influenced the elaboration of inferences, which allows us to observe aspects of the development of their grammatical and pragmatic competences.

Chanchaochai, Nattanun and Khuansiri Narajeenron (Department of Linguistics and Southeast Asian Linguistic Research Unit, Chulalongkorn)

Warning Strategies in Medical and Non-medical Contexts in Thai

This study examines the warning strategies in medical and non-medical contexts elicited from Thai healthcare professionals, compared to non-healthcare-professional speakers, who are less familiar with medical contexts. Participants were 28 Thai healthcare professionals (14 Female; M Age=30.32), including doctors, nurses, pharmacists, medical technologist, and radiologic technologists, and 35 non-healthcare-professional speakers (14 Female; M Age=22.40). Both groups completed an online Discourse Completion Task (DCT) via PCIBex (Zehr and Schwarz, 2018). The scenarios involved 26 medical and 24 non-medical contexts (each with 40-60 words). The scenarios were set up such that the discourse participants in these contexts vary in their social relations (higher authority (16 scenarios), lower authority (16), or the same

(18)). Then on-medical contexts prompted the participants to complete the speeches of bosses to subordinates, sub-ordinates to bosses, and colleagues to colleagues, while the medical contexts prompted the completion of interprofessional speeches among healthcare professionals. In total, 2,159 utterances were elicited from the healthcare professionals and 1,931 utterances from the non-healthcare-professional participants. The study presents the findings on (im)politeness strategies used in these utterances across contexts and participant groups. Each data point were coded and statistically analyzed for how the hearers are addressed (using second-person pronouns, personal names, or occupational titles), whether the warning act was assertive or directive (Searle, 1979; Leech, 1983), whether the polite final particles (kh`aP or khr`apwere used, whether the act involved reprimanding the hearer, and whether the act was indirectly stated as questions.

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Chen, Chun-Mei (National Chung Hsing University) Context-Based Multimodal Approach to L2 Chinese Pragmatic Instruction

This study investigates a context-based multimodal approach to pragmatics in the second language (L2) classrooms, including hand gestures and physical response, verbal and visual resources, enhancing pragmatic uptake of L2 learners of Mandarin Chinese. Embodied movements have been an indispensable component in intercultural communication, but the effects of multimodal input of both language instructors and L2 learners in classroom contexts on L2 pragmatics have been less studied. Investigation questions include how L2 learners receive multimodal input and deliver the target pragmatic form and how the forms and functions of the multimodal approach interplay in L2 pragmatic instruction. Forty-eight hours of videotaping data from three L2 Chinese classrooms with thirty-two beginner learners with diverse linguistic backgrounds and three experienced teachers were analyzed. Conventional expressions and pragmatic markers in Chinese were the target forms in classroom instruction. Results indicated that hand gestures and head nodding in discourse targeting pragmatic inadequacy was gradually reduced from Week 4 to Week 8. On the contrary, instances of visual instruction targeting L2 Chinese pragmatic markers were proven effective as learners' language proficiency progressed. Results also showed that pragmatic expressions with visualization and context-based exemplification reduced the instances of inadequate pragmatic usage. The embodiment of the multimodal approach to pragmatic instruction facilitated the pragmatic uptake of L2 Chinese learners in the classroom contexts. The findings in this study have practical implications for effective instruction in L2 pragmatics and the efficacy of multimodal input in intercultural classroom communication.

Chen, Xiaoxuan (University of Cambridge) Reporting Non-literal: An Empirical Study of Belief Reports on Metaphors

In this study, I examine the intersection of belief reports and metaphor—two widely studied topics in separation but significantly underresearched in tandem. It aims to investigate people's preferences for how they report metaphor in belief reports compared with non-metaphorical language, and to what degree conventionality affects the preferences.

Under a post-Gricean contextualist framework which includes metaphorical meaning into the truth-conditional content of an utterance (see e.g., Carston, 2002, 2010; Recanati, 2004, 2010; Sperber &

Wilson,2008), the prediction is that there will not be a significant difference between people’s preferences on how they report literal and metaphorical utterances. I analyze whether, and how, speakers paraphrase metaphors in their reports, in order to shed more light on the literal/non-literal distinction and metaphor interpretation using evidence from propositional attitude reports.

In this talk, I present and briefly discuss the results of a questionnaire (part of an ongoing project) that addresses this question with respect to three categories of sentences:(i) sentences with conventional metaphor, (ii) sentences with novel metaphor and (iii) literal sentences, checking whether participants adopt different strategies when constructing the reports on them. Participants are asked to respond to an open-ended task, i.e., completing a report in the frame “B believes that _____” after reading each target sentence placed at the end of a short story context. This approach allows us to compare their responses through both quantitative and qualitative analysis.

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Chen, Yanbing and Zohren Eslami (Texas A&M University) Chinese Wedding Invitations: Local and Global Values

The Wedding ceremony is one of the most important occasions in people’s life. Moreover, it is believed that the wedding is a complex social event containing not only cultural but also socioeconomic elements. Investigating wedding invitations provides us a scope to examine how people select written words to conduct an invitation for their big day in the life. Meanwhile, it presents how people are affected by the sociocultural factors in a particular region. Chinese people regard wedding ceremonies highly on their cultural convention and the wedding invitations are distinctive culturally, socially, and textually. Genre-based analysis and critical discourse analysis (CDA) are the two most commonly used frameworks in wedding invitation research. The former is used for detecting the move within the wedding invitations and the latter devotes to explain the features with sociocultural elements. This study examines Chinese wedding invitation using genre and critical discourse analysis frameworks. We found eleven moves in the invitations, with five of them highly frequent. The findings show that Chinese wedding invitations are highly influenced by both traditional Chinese culture and the global culture (mainly representing Western cultural values). The study has theoretical and pedagogical implications.

Chun, Elaine (University of South Carolina) Interdiscursivity and Stance in Race-Related Legislation

Since January 2021, state legislatures across the United States have introduced a flurry of bills related to the teaching of race-and sex-related concepts in public educational institutions (Lee2022). While the bills have varied in kind, for example, some encouraging the discussion of racism and sexism in schools and others placing constraints on it, many bear striking resonances in terms of their linguistic characteristics. For example, a large number critique “divisive concepts,” according to which “an individual, by virtue of

the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously." This paper draws on a corpus of over 50 legislative bills to examine how their similarities and differences constitute meaningful cultural moments of stance-taking (Du Bois 2007), locating bill authors and states in relation to one another as well as within a broader landscape of partisan social types (cf. Agha 2006). Specifically, bill authors draw on interdiscursive strategies (Bauman 2004), including the reuse of stretches of text, quotations of salient concepts, and the addition or deletion of components that produce authorial variability. The analysis illustrates how the interdiscursive connections between the bills' evaluative stances signal sociocultural alignments (Du Bois 2007) and how linguistic variation must be understood in terms of their interactional pathways (Wortham and Reyes 2015). That is, the temporal location of linguistic tokens—and not merely their frequency—is central to how they convey sociocultural meaning.

Coates, Catherine (University of South Carolina)

Toeing the line: A son's use of (im)politeness in the family vlogging sphere

The purpose of this study is to examine (im)politeness theory (Brown & Levinson, 1978; Culpeper, 1996) in regard to online participant frameworks in the family vlogging sphere on YouTube, in which families record their daily activities for viewers. Recently, controversy has surrounded a family vlogging channel known as 8 Passengers, due to the public's belief that the family's teenaged son Chad dislikes his parents. This public perception sparked after 8 Passengers posted a video in which Chad and his mother Ruby tell the story of a recent punishment Chad received. Chad faces the unique predicament of having to appear polite enough to his mother to avoid reprimand, but impolite enough for the viewers to pick up on his disagreement with the punishment. In other words, he must circumvent a way in which to both defer to and disparage his mother's authority. In this study, I examine five moments of interaction from this video between Chad and Ruby in which Chad "toes the line" between politeness and impoliteness with his mother. I argue that Chad uses a series of pragmatic markers, namely hesitancy and laughter, to subtly rebel against his mother's authority in ways which are not immediately apparent to her but are apparent to the viewers. The findings of this study should encourage further application of (im)politeness theory to online participant frameworks, due to the presence of the unseen audience that the other participants must cater to.

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Concu, Valentina (Universidad del Norte)

Explicit performative in Old Saxon and Old High German

Studies on explicit performatives (e.g., I order you to sit down) in Old English (Kohnen 2000, 2008) have showed how the performative function was carried out only by a limited group of verbs such as *biddan* (to ask), *laeran* (to instruct), *halsian* (to implore), *bebeodan* (to command), and *beodan* (to command) (307). These verbs denote an unambiguous asymmetrical relationship between speakers and hearers. Noteworthy is also the fact that Kohnen (2000, 2008) did not find any verbs with the meaning of "to advice" and "to suggest" used in explicit performatives. Kohnen (2000, 2008) linked such a lack to the strong hierarchical structure of the Anglo-Saxon society (307). These findings are extremely relevant for Old English. However, similar diachronic investigations on languages other than English are still scarce. Hence, the current study analyzes explicit performatives in Old Saxon and Old High German. The data are extracted

from a large corpus of religious and secular texts from the eighth to the eleventh centuries. The instances included were as shown in examples 1 & 2:

- (1) Nu biddiu ik thi, ualdand frô min, selbo sunu Dauides, that sie af sulicum suhtiu atômies
'Now I beg you, my lord ruler, the son of David himself, that you free her from such
sickness
(Héliand, XXXVI, 2990)
- (2) Dara nah bito ih daz du mir gilazzast aller dero tuginde teil
'After that, I will ask you that you leave me all the part of the virtues'
(Othlos Gebet, 20)

The analysis shows, first, that also in Old Saxon and Old High German, the performative functions were restricted to a few verbs such *biddian/bitten* (to ask), and *gibiodan/gibiotan* (to command). Second, this study demonstrates that in both these varieties no verbs with the meaning of “to suggest” and “to advice” could be found used in explicit performatives. Such similarities with Old English suggest that the Old Saxon and Old High German societies were also strictly hierarchical and preferred those verbs that, when used as explicit performatives, specified the power relationships between the interlocutors.

Crowley, Archie and Em Hernandez (University of South Carolina) Gender Gaiety: The Pragmatics of Playfulness in Trans Language Use

Growing research in trans linguistics has worked to explore the creative ways that trans people use language to communicate and describe expansive experiences of gender. Among the things trans people do with language is playfully create terminology to talk about our bodies (e.g., the use of the suffix-pussy by a transmasculine person to refer to their ‘boypussy’), appropriate/reclaim various gender terms (e.g., the reclamation of ‘transsexual’ or ‘biological woman’), and play with medicalized terminology (e.g., use ‘titty chop’ to refer to a double mastectomy or ‘chicklets’ to refer to hormone replacement pills). Playing with language in this way raises interesting questions about the underlying pragmatics of such play: What is being accomplished with such play? What kind of speech acts are these utterances? How does using language in this way enrich trans lives?

Building on work on playfulness from María Lugones and *covert exercitives* from Mary Kate McGowan, we argue that playful language use can alter governing norms of the activity. Typically, covert exercitives only alter permissibility norms within an overall stable activity constituted by governing norms. Instances of trans play with language alters both sets of norms, creating opportunities for surprise and subversion that Lugones argues is central to maintaining one’s self in the face of harm. Navigating dominant institutions and contexts is often harmful for trans people and playing with language can ease the difficulty of engaging with these institutions, creating the necessary space to protect oneself from various forms of psychological harm.

Dainas, Ashley R. (Indiana University Bloomington) The GIF that Keeps on Giving: Intimacy and (Mis-)understanding of GIFs in Texting

GIFs are dynamic, multifunctional, and intertextual “graphicons” (Herring & Dainas, 2017) that are potentially pragmatically ambiguous when used in one-on-one texting. One mitigating factor of this ambiguity could be the intimacy between conversation partners. Other factors may include properties of the GIF, for example, whether it contains text or is expressing certain speech acts. The present research seeks to examine whether various measures of intimacy and specific GIF qualities impact agreement on the interpretation of GIFs. Twenty pairs of GIF users submitted four GIF-containing conversations, and then

separately filled out a survey on their interpretations of each GIF. Nine mixed-effect linear regressions were performed to compare the effects of twelve independent variables (four related to dyad intimacy, seven related to inherent or contextual GIF qualities, and the length of the text conversation) on each of the nine measures of within dyad agreement (e.g., on the top pragmatic functions, the sentiment, and the number of objects) in the 80 submitted GIFs. Significance of each of the explanatory factors was determined through Likelihood Ratio Tests where each independent variable is removed sequentially and compared against the original regression using ANOVA. The results show that three measures of intimacy (i.e., average self-reported dyad intimacy, relationship length in years, and shared familiarity with the GIF) were significant factors for six measures of within dyad agreement. The meta-speech act and emotion expressed by the GIF, the number of objects in the GIF, as well as the modality and length of the GIF were also often significant factors across multiple measures of agreement. Which predictive factors were significant varied across the nine measures of within dyad agreement. The presentation will conclude with speculation on what might produce these results, discuss which measures of agreement are most useful, and consider the role played by ambiguity and intimacy in interpreting GIF-containing conversations.

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Dautey, William (University of Ghana)

An exploration of Speech acts in President Akuffo-Addo's COVID-19 Updates

The study is a pragmatic analysis of the periodic updates of the COVID-19 pandemic broadcast by Ghana's President Nana Akuffo-Addo. Although COVID-19 is health related, language plays a crucial role in communicating political ideologies and interventions to the citizenry. The data for the study was culled from updates 23-28 (Jan. 2021 to March 2022) broadcasts to the nation on the enhanced measures in combating and containing the infection rate of the corona virus pandemic.

The analysis employs Searle's speech acts theory to demonstrate how the Ghanaian President uses language to inspire society and to influence the citizenry. The paper focuses on identifying the performative verbs as well as investigating the illocutionary and perlocutionary forces of the effective use of speech acts such as commissives, directives and expressives in political addresses in achieving communicative goals. The paper shed lights on President Nana Akuffo-Addo's conformity to the World Health Organization's (WHO) directives on the hygiene protocols as well as taken the jabs in preventing the horizontal spread of the pandemic. It emerged from the study that the President through his address's appeals, requests, reports, promises and shows gratitude to the people. The study reveals that the President prefers the use of expressive speech acts to other types of speech acts

Depraetere, Ilse and Benoît Leclercq (University of Lille)

On lexically regulated saturation

It is now widely accepted that in addition to enabling the recovery of implicit information, pragmatic processes are also key in deriving the explicit content of an utterance. The challenge remains, however, to pin down the nature of processes involved and to make explicit the ways in which they differ. It is usually argued that, in addition to disambiguation, processes of *saturation* (supposedly obligatory) and *'free' pragmatic enrichment* (supposedly optional) also take place (for discussion, see Recanati 1989, 2004, Bach 1994a, 1994b, 2001, 2007, Carston 2002 and Kortá & Perry 2017). Those distinctions raise a number of important issues however. First, disambiguation is too often put aside as though it is clear what process is exactly involved here. More importantly, the notion of saturation stays rather in the background, paramount

attention being given to cases of 'free' pragmatic enrichment, both processes conjointly resulting in an ever more pervasive pragmatics at the cost of semantics (e.g. Carston 2010, 2012).

This paper aims to challenge this view and to restore a balance between obligatory (or language-dependent) and optional (or language-independent) pragmatic processes. As we see it, the process of *lexically-regulated saturation* has a key role to play in spelling out the processes involved in comprehension. This term was originally coined by Depraetere (2010, 2014) in work that attempts to reconcile monosemous and polysemous approaches to modal meaning. She argues that polysemy is compatible with context-dependence, and she shows that understanding modals is neither just the result of sense selection nor the sole product of pragmatic inferencing, but that it involves a complex mechanism of meaning construction. This mechanism is a *saturation* process because hearers systematically have to flesh out the content of a semantic core into a specific concept, and it is *lexically regulated* as it is guided by the network of senses conventionally associated with modals (cf. also Leclercq 2019). The aim of this presentation is to show that the notion applies more widely, outside the domain of modality, in lexical pragmatics in general, and in particular helps to answer the challenges identified here: it will be shown that this concept can explain more clearly how disambiguation fits into the semantics-pragmatics paradigm. And it will be argued that many cases of 'free' enrichment should rather be viewed as the result of lexically-regulated saturation, which results in a different view of the semantics-pragmatics interface.

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Depraetere, Ilse (University of Lille), Stéphanie Caët (University of Lille), Sara Debulpaep (Ghent University Hospital), Siham Ezzahid (University of Lille) and Vikki Janke (University of Kent)

Preparing a child for a medical procedure: a perspective from linguistic politeness

This study focuses on how best to communicate with a child so as to build trust with them prior to a medical procedure. The literature on this aspect of medical care emphasizes the pivotal role that language plays

when trying to reduce anxiety and perception of pain. But the emphasis has largely been on the avoidance of negative words (like ‘pain’ or ‘hurt’) or imagery (Kuttner et al 1989, Lang&Laser2009, Krauss & Krauss 2018) and on the promotion of terms that communicate sensory information in a positive way (Cohen, 2008). Here we demonstrate how a rapport is built up between child and pediatrician in practice by applying a linguistic model of politeness (Brown & Levinson,1987) to a 43-minute consultation between a pediatrician, a child and his mother. We show how the medic arouses curiosity, creates trust and sustains the child’s engagement through her implementation of myriad positive politeness strategies, which go substantially beyond the use of carefully chosen vocabulary. Although the pediatrician adheres to guidelines provided in the literature on what and whatnot to say, we observe her doing far more than this. Leaving aside gesture and gaze, we argue that we can offer a partial rationale for the recommendations that have been made to medics in training by applying a linguistic politeness framework: examples that demonstrate the high proportion of positive politeness strategies and the absence of negative ones will illustrate how the ‘do’s and don’ts are achieved in practice.

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Dinh, Hanh (SUNY at Albany)

Meaning Potentials in Synergic Concepts, Interaction Between Lexis and Contexts, and Lexical Idiosyncrasies

This study draws on the conceptual blending hypothesis from the socio-cognitive approach in intercultural pragmatics to investigate the *conceptual blending* (Kecskes, 2007) between the new conceptual information, happening after each time the L2 word is used in L2 socio-cultural contexts and the existing socio-cultural conceptual information in L1. The new concept created after the blending is called a *synergic concept*. If the synergic is not well-developed, the language user selects incorrect or inappropriate words in contexts, resulting in *lexical idiosyncrasies*. Data gathered from 67 English Chinese bilingual university students in a transnational program in sociology were compared against 34 monolingual American students. The preliminary findings are: (1) regardless of the location of where the English (L2) socio-cultural meaning conceptualization mainly takes place (in China or the U.S.A.), English–Chinese bilingual language users demonstrated a significant difference in connotative meaning knowledge of noun word concepts and idiomatic concepts; (2) the synergic concepts were detected in all experimental concepts and demonstrated the conceptual blending to a varying degree that affects their translating process and its outcomes: the domineering L1 socio-cultural concept, the assimilating L2 socio-cultural concept, and the “third culture”; (3) the synergistic blending of two socio-cultural loads embedded in lexical concepts detected in the bilingual students in the U.S.A. was robust, resulting in significantly fewer lexical idiosyncrasies in their English written communication. This sheds new light on understanding pragmatic-enrichment in situated uses. Implications for supporting bi/multilingual students’ pragmatic competence are discussed.

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Dong, Fangyuan (Shanghai International Studies University)

“Well, maybe it is, and maybe it ain’t”: The pragmatic marker *well* in *The Adventures of Tom Sawyer*

Pragmatic markers such as *uh* and *um* can play an important role in fictional language as demonstrated by Jucker (2015) recently in *Pragmatics of fiction: Literary uses of uh and um*. This paper investigates how the pragmatic marker *well* is employed to work as a stylistic device in Mark Twain’s *The Adventures of Tom Sawyer*. The analysis is based on a coherent corpus—the fiction itself, which contains roughly 70,000 words and eight most salient pragmatic markers. It is found that (1) among all the pragmatic markers, *well* is most frequently used in the coherent text, implying the significant importance of *well* in the novel; and that the pragmatic marker *well* occurs in combination with other pragmatic markers, including *say*, *now*, *here* and *then*; (2) the pragmatic marker *well* acts as a delay device, a marker of insufficiency, a frame and a face-threat mitigator, and has a strong connection with the reported speech and narrative mode; (3) the pragmatic marker *well* is distributed asymmetrically among notable characters in the coherent text and serves as a stylistic device that helps the author to facilitate the characterization of Tom, Huck and Aunt Polly in the novel. It concludes that the pragmatic marker *well* is of great significance to the interpretation and appreciation of *The Adventures of Tom Sawyer*, which provides a new perspective to the analysis of the fiction as well as relevant pragmatics research.

Duffley, Patrick (Université Laval)

Logical Form in Relevance theory—a no-man’s-land between linguistic meaning and truth-evaluable propositions

In contrast to Generative Grammar (GG), Relevance Theory (RT) ascribes sub-propositionality rather than propositionality to Logical Form (LF): LF^{RT} requires numerous pragmatic factors to flesh out the skeletal representation it provides to obtain a truth-evaluable proposition. This paper aims to bring to RT theorists’ attention a number of problematic suppositions underlying LF. Among these are the assumptions of the existence of context-free meaning and autonomous syntactic relations, of sentences being pairings of sounds with meanings, and of LF being determined by sentences’ intrinsic properties. LF^{RT} also suffers from greater indeterminacy than LF^{GG}: LF^{GG} at least purports to be in direct relation with truth-conditions; LF^{RT} does not. This raises the problem of there being no way to constrain the effects of pragmatic factors on what is expressed due to the fact that the object of interpretation itself, LF^{RT}, is not clearly defined. An argument will be made for grounding the analysis of natural-language meaning on the level on which there is a stable relation between linguistic form and meaning, defining linguistic semantics as being concerned solely with meaning stably expressed by linguistic signs and treating all other aspects of meaning as pragmatic. This has the advantage of constraining the content of the semantic component by the requirement that it be expressed directly and stably by some linguistic sign. The benefits of adopting this methodology will be illustrated by the analysis of *tough*-constructions (e.g. *John is easy/eager to please*).

Elder, Chi-He (University of East Anglia) and Kasia M. Jaszczolt (University of Cambridge)
Cognitive, Social and Linguistic Parameters for Dynamic Pragmatic Meanings

Theories of utterance meaning in the post-Gricean tradition have typically focused on the main proposition expressed that is recovered by the addressee. In this tradition, successful communication rests on the

assumption that speakers and addressees come to a shared understanding of these propositions as they are produced in conversation.

We now have a wealth of empirical evidence that speakers and hearers need not always converge on the main proposition expressed in order for communication to proceed unhindered: they may share partial understandings of individual utterances, allowing the overarching discourse meaning to unravel as the interaction progresses. In this talk, we propose a novel unit of meaning that accounts for such a dynamic concept that can emerge and develop over several turns at talk. We call it a ‘dynamic functional proposition’. This unit not only includes the linguistic meaning that has been communicated, but also other aspects of the situation, including the social frame, interlocutors’ levels of attention, emotions, and other non-representational aspects. These various aspects will have greater or lesser salience for different speakers, hence offering an explanatory tool for how utterance meanings are negotiated, as well as when and why misunderstandings occur.

We finish by proposing ways in which such a unit can be formalized. We do this by motivating different cognitive, social and linguistic parameters that influence it, bringing together current tools from game-theoretic semantics, post-Gricean pragmatics and sociopragmatics, also focusing on non-representational aspects of meaning and salience.

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Ergül, Hilal (University of Northern Iowa)

Incidental Attention to Form and Frame-Shifting in Language Classrooms

Incidental attention to form in second language (L2) language classrooms, or teachers providing corrective feedback to the erroneous L2 output of learners in otherwise meaning-oriented activities, is among the most beneficial approaches to teaching language learners (Lightbown & Spada, 2021). This study argues that a switch between the frames (i.e. “primary schemata of interpretation” Goffman, 1974, p.21) of ‘interlocutor’ and ‘teacher’ is necessary in order to engage in incidental focus on form. Teachers momentarily leave the interlocutor frame, provide feedback in the teacher frame, and return to the interlocutor frame. The purpose of this paper is to describe these frame-shifts and explore the pragmatic cues that signal the switches. The data come from approximately 16 hours of video recordings showing seven L2 teachers in three adult Intensive English Program classes. Feedback sequences are identified using the analytical framework of Lyster and Ranta (1997). Initial findings indicate that teachers signal frame shifting through verbal, nonverbal, and paralinguistic means. These different frame shifting signal categories will be discussed in terms of their correlation to resulting learner uptake (i.e. response to feedback)

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Fiorini, Matteo (University of Utah)

The presuppositional foundation for the pragmatic readings of *po* in Eastern Lombard

The paper investigates the pragmatic import, resulting from its semantic properties, of the particle *po* in Eastern-Lombard, an endangered Gallo-Romance variety spoken in northern Italy.

I advocate for a unified presuppositional account capturing the readings of cognate forms of *po*, described in the literature as conveying: astonishment (Croatto, 1986); emphasis and focus (Poletto & Zanuttini, 2003); surprise and indignation (Hack, 2014); concern for the information inquired about (Coniglio, 2008). The presupposition licensing *po* is related to the doxastic (rather than epistemic) evaluation of a proposition *p* against the (believed) actual state of affairs. If these beliefs are false, *po* is still licensed, albeit perceived as rude.

(1) is a prototypical example of *po*-proposition; (2) the definition of “uncontroversiality”; and (3) the chronologically ordered changes in the beliefs of the speaker licensing *po*.

(1) La ho hfèta la laura à Brè *po*

the her daughter CL.3SG work.3SG.PRS in Breno *po*

‘Her daughter works in Breno [you should know that!].’

(2) U(*p*) iff (*p*=1) & ¬*p* is not under consideration.

(3)(i): *pis* uncontroversial

(ii): ¬*pis* under consideration

(iii): -> LICENSING PRESUPPOSITION: *p* is no longer uncontroversial

In interrogative structures *p* is false, i.e., the presupposition licensing *po* is the same: *p* is no longer believed to be uncontroversial.

The unified presuppositional account captures the values of *po*-propositions described above, all stemming from the mismatch between the speaker’s initial beliefs and the ones at the utterance time.

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Fisher, Kayleigh (University of South Carolina)

Smoking goats: Linguistics reclamation through in-group humor and mock impoliteness

Reflecting widespread social stigma and homophobia, derogatory epithets have been used against LGBTQ+ identified people in both Western and Eastern cultures throughout history (Armstrong, 1997; Jones, 2016; Thurlow, 2001; Wong, 2005; Zwicky, 1997). However, many LGBTQ+ communities have engaged in processes of recontextualization, reappropriation, and reclamation of these terms. This research examines processes of linguistic reclamation of derogatory terms used against LGBTQ+ individuals by LGBTQ+ communities and analyzes reclaimed language used in humorous ways within online spaces. First, I review previous literature on the reclamation of slurs in LGBTQ+ spaces, including what makes for successful

reclamation (Barrett, 1997; Brontsema, 2004; Fasoli et al., 2015; Silverschanz et al., 2008) and usage of these terms as insults or reappropriated identifiers (Armstrong, 1997; Thurlow, 2001; Zwicky, 1997). Using this lens, I perform an exploratory investigation into a Reddit community of primarily queer members, r/queensofleague (QoL), and analyze the use of the cigarette and goat emojis (“fag-goat”) as an identifier within the community. I argue that the subreddit offers a space for group members to use reclaimed epithets (e.g. ‘faggot’) in humorous ways, including through mock impoliteness (Haugh, 2010; Haugh & Bousfield, 2012). I also examine the intention and facework moves (Archer, 2015; Haugh, 2008, 2016; Johnson, 1990) of the users on QoL and their creation of a “homo-genius” community (Barrett, 1997) to empower community members (Fasoli et al., 2015). Finally, I discuss the implications of this project on future research on reappropriation through in-group humor and mock impoliteness

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Flores-Salgado, Elizabeth (Benemérita Universidad Autónoma de Puebla)

The pragmatic functions of graphics in WhatsApp communities composed of school parents

WhatsApp is one of the most preferred media of instant communication for maintaining contact among people via chat groups comprising university classmates, parents with children at the same school, and work colleagues. This tool enables users not only to send and receive text, but also to insert graphical forms, such as emoticons, emoji, photos, videos, stickers, memes, GIFs, and sound and video recordings, into comment threads. One of the most common graphical devices used in this digital setting is the emoji (Herring, 2007; Sampietro, 2016, 2019), a small colorful pictograph that is used to transmit an emotion and/or symbolize an action. The present study examined the pragmatic functions of different graphical elements (emoji, photos, videos, stickers, memes, and GIFs) used in six different WhatsApp communities,

written in Mexican Spanish and comprising the parents of classmates, which had the purpose of sharing information relating to daily classroom concerns. A total of 4824 WhatsApp messages written by these 143 school parents were analyzed using the taxonomy proposed by Herring and Dainas (2017), revealing that emoji followed by photos were the most preferred multimodal devices, while emoji, used with photos, stickers, and videos, fulfilled various pragmatic functions within the conversational threads.

Floyd, Macy (University of Wisconsin, Madison)

Complaints on Twitter: a cross-cultural examination of Spanish and English speech act realization

This study examined complaints within CMC environments in high-and low-context cultures. Speech Acts have been thoroughly researched in Pragmatics and Cross-Cultural Pragmatics (Austin & Urmson, 1962; Searle, 1965; Searle & Searle, 1969); however, there is a lack of research analyzing realization of complaints in Computer-Mediated Communication, and particularly between Spanish and English. As two of the five most widely spoken languages, English and Spanish are prime targets for comparison as low-and high-context cultures respectively.

This research employed a mixed-methods approach; the combination of qualitative and quantitative data should provide a comprehensive analysis for a multifaceted assessment (Moran-Ellis et al., 2006). 180 tweets were collected, and Head Acts were coded following House and Kádár (2021); Head Acts were scored for level of aggressiveness, and supportive moves were identified and coded. The quantitative portion included mean length of tweets, an analysis of rate of occurrence of specific supportive moves and head acts, and a Chi-square test for length of tweets that showed statistical significance.

The results of this study align with existing research on high-and low-context languages, with English and Spanish complaints patterning with the expectations of the respective cultures. The research here also provides a preliminary look at an understudied area of Speech Acts, specifically Complaint realization. This is important, as a lack of understanding about pragmatic norms across cultures could cause misunderstandings in cross-cultural communication or may lead to stereotyping (Gumperz, et al. 1981).

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Gao, Jing (Nanjing University)

Towards a Moral Order Management Model for verbal communication in the context of Chinese culture

By adhering to social constructionism and referring to the Rapport Management Model proposed by Spencer-Oatey, this paper attempts to build a Moral Order Management Model (MOMM) for verbal communication in the context of Chinese culture. Based on data analysis, it is found that, in order to achieve certain communicative purposes, interactants sometimes choose to resort to ethical principles by various discursive means to manage social moral order, turning ethical principles into a sort of pragmatic resource.

This study may extend previous views of the Rapport Management Model, promote the “moral turn” in the field of interpersonal pragmatics, advance the interdisciplinary frontier research of ethical pragmatics, and help construct theories characteristic of Chinese pragmatics.

Gazzardi, Antonella and Camilla Vásquez (University of South Florida)
“in china and eastasia, we don’t sit down when we apologize”: Metapragmatic Evaluations of a Public Apology

Public apologies—performed by individuals or representatives of an organization addressing a public with the aim to restore relationships and reputations—have become a recognizable genre of contemporary public discourse (e.g., Ancarno, 2015; Kadar, Ning & Ran, 2018). In Fall 2018, Italian designers Dolce & Gabbana issued a public apology following a public relations crisis. This crisis resulted from a series of culturally insensitive commercials targeting Chinese consumers, followed by racist comments posted on Gabbana’s Instagram account (though Gabbana later claimed that his account had been hacked). Facing a major backlash from Chinese consumers, which resulted in the cancellation of fashion shows in Shanghai as well as a boycott of D&G products in China, Dolce & Gabbana posted a 1-minute apology video on several social media platforms as they attempted to repair their relationship with Chinese consumers. Reactions on YouTube to this video apology appeared in a number of languages, including Chinese, Italian and English. Our study addresses how 150 internet users from these three linguacultural backgrounds discuss different aspects of this public apology, focusing both on its linguistic components (e.g. the content of the message as well as how it was formulated) and its non-verbal components, taking into consideration additional dimensions of the apology, such as sincerity, the timeliness of the response, and the assumption of responsibility. Our findings add to a growing body of research addressing cross-cultural similarities and differences in metapragmatic evaluations of apologies (e.g., Glinert, 2010; Haugh & Chang, 2019, Wikström, 2019).

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Goldshtein, Maria (Arizona State University) and Kiel Christianson (University of Illinois)
Evidence for variance processing comparative illusion sentences

Comparative Illusions (CI) resemble well-formed comparative sentences, but are not well-formed, and are non-computable in a compositional bottom-up manner. Many readers still report CIs as well-formed and

meaningful. Existing work on the topic (e.g., Wellwood et al (2018)) suggests that syntactic mechanisms may give rise to the perception of well-formedness. CIs are a good case-study for meaning-making in imperfect conditions.

We conducted a 2x2 mixed-methods eye-tracking study, containing CI and well-formed matched pair sentences. Measurements included eye movement data, open-ended comprehension questions, and confidence ratings. A between-participant variable was a speech condition (in/direct speech), which could mask noticing (Yao et al (2011), Stites et al (2013)) and test whether syntax alone is sufficient in explaining the processing of CIs. We explored whether (1) participants notice anything abnormal about CIs; (2) syntactic mechanisms are sufficient in explaining processing of and reasoning about CIs; and (3) whether a unary account of CI-related effects suffices, or whether variance in processing and/or reasoning across and/or within individual sexes.

Participants initially spent less time on CI items (vs. pairs) and less time on indirect items (vs. direct). However, for CIs (vs. pairs), participants were more likely to regress into the critical area in the direct speech condition than for indirect, potentially as a penalty for glossing over the mat first. Direct CI items showed the most variance, illustrating variance across participants. Qualitative responses support this interpretation. Difference between the (syntactically identical) conditions in reading, interpretation, and confidence problematize syntax-only accounts.

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Granger, Allison (Ohio State University), Anne Bezuidenhout & Amit Almor (University of South Carolina)

Types of appositive relative clauses: What explains differences in their projective behavior

In conversation, speakers intend some information to be "at-issue," or the focus of attention, while other information is backgrounded. One syntactic instrument for backgrounding information is the use of an appositive relative clause (ARC), such as the italicized clause in 'My friend Sophie, *who is a classical violinist*, played a piece by Mozart.' While ARC contents have traditionally been thought to remain in the background, recent experimental and theoretical work, including our own, has challenged this claim (AnderBois et al., 2015; Granger et al., 2022; Hunter & Asher, 2016; Syrett & Koev, 2015; Tonhauser, 2011; Tonhauser et al., 2013). Our earlier work employed the Direct Denial test: a common paradigm to test for at-issueness where a speaker utters a sentence containing an ARC, a second speaker denies it, and the participants must then select the target of the second speaker's denial. Using this paradigm, we found that sentence-final ARCs and ARCs expressing events are judged to have at-issue contents more frequently than sentence-medial ARCs and ones expressing states. We further explored the eventiveness effect by contrasting Continuative and Relevance ARCs. The former are ARCs whose content moves the narrative sequence forward, whereas Relevance ARCs elaborate on past events. Using the Direct Denial test, we found some evidence that Continuative ARCs are judged to be at-issue more frequently than Relevance ARCs. Here we report on two follow-up experiments using embeddings of Continuative and Relevance ARCs under questions and conditionals, respectively. Sentences containing such ARCs were presented as utterances of a hypothetical speaker, Mary, and participants had to judge what part of the sentence Mary was assuming to be true: the main clause, the ARC, neither, or both. The first experiment used declarative

sentence controls, where we expected participants to select ‘Both.’ In contrast, we expected Relevance ARCs to be selected as “projected” contents when embedded under questions more frequently than Continuative ARCs. Similarly, when an ARC appears in the antecedent of conditional, we expected Relevance ARCs to be judged to project, while Continuative ARCs should be judged to fall under the scope of the “if.” The results supported these predictions.

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Güney, Özge (University of South Florida)

An Investigation into the conceptualization of non-native speakers of English in research studies on interlanguage pragmatics: A global Englishes perspective

Given globalization and the rapid spread of English across the world, Global Englishes (GE) framework suggests that different varieties of English, both native and non-native ,should be represented in the English classroom (Canagarajah, 2014;Rose, McKinley, &Galloway,2021).Under the influence of GE, studies on interlanguage pragmatics (ILP) have called for a break from the traditional pragmatics approach, where Standard English(SE), target culture, and native-like proficiency are considered the norm (Kachru, 1982;Sánchez-Hernández &Barón,2022;Taguchi & Ishihara, 2018). Rather, more focus has been placed on the intercultural communicative competence-the ability to communicate with speakers from various linguistic and cultural backgrounds.

To explore to what extent research on ILP reflects the afore-mentioned transition towards a more GE-informed perspective, this study investigates how non-native speakers of English are conceptualized and talked about in empirical research studies on ILP. The data consist of a corpus of thirty journal articles published since 2010 that include discussions on learner data. The preliminary findings of the current study show that non-native speakers of English are mostly considered to be the source of “miscommunication”, “impoliteness”, “pragmatic failure”, and “communication breakdown”. Learners’ performance is judged based on the proximity of their utterances to SE norms. ILP research overall needs to acknowledge that learners may prefer certain non-standard forms to better express their cultural identity not because they are less proficient.

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Guo, Weiqi and Zohreh Eslami (Texas A&M University)

Comparison of linguistic realization of advice giving between English language learners and native speakers in peer-to-peer online forums

This study investigated in the pragmatics of advice giving between English native speakers and nonnative speakers in peer-to-peer advice forums. Forty-eight advice messages in English from an on online forum in UK and fifty-two in Hong Kong were selected. The form and content of the advice messages were analyzed in terms of discursive moves. The result of the two groups showed similarity in the major elements in general, but their syntactic realization and sequencing of the discursive moves in the advice messages showed differences.

In both forums, advice, assessment, explanation, and self-experiences were used as the most frequent advice moves. However, participants in UK used more assessment in their advice-giving messages, while disclaimer, as a “special kind of assessment” that indicates the advice giver may have not provided complete information (Locher, 2006), appeared more frequently in the advice messages in Hong Kong data set. Furthermore, the syntactic forms used for offering directions and suggestions had differences in the two data sets. The analysis of move sequences showed that in both forums, assessment moves were often put at the beginning of the message showing understanding and building a personal relationship with the advice seeker.

The results showed that English native speakers in UK and nonnative speakers in Hong Kong used different syntactic realization patterns for giving advice and employed different sequencing of the discursive moves in the advice messages, which could be influenced by their sociocultural values and language proficiency.

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Herring, Susan, Meredith Dedema, Enrique Rodríguez and Leo Yang (Indiana University) Video filters, social relationships, and self-presentation: Front stage, back stage, dressing room

It is now possible to modify one’s own and other peoples’ appearance in recorded videos and video chat using facial filters, augmented reality 3-Danimations overlaid on the image of the face. Filters are enormously popular among young people on social media and are rapidly gaining in popularity on video conferencing platforms such as Zoom. Psychologists have studied the effects of filters on identity and self-concept, but with few exceptions (e.g., Herring et al., in press),sociolinguistic and pragmatics scholars have yet to address filter uses and effects in social relationships.Weconducted48one-on-one, semi-structured Zoom interviews with young adult video filter users from China, India, South Korea, Spain, and the US, asking participants about their preferred video filter use, who they use filters with and how, and what they consider to be appropriate and inappropriate contexts for filter use. Participants reported using different categories of filters to engage in different kinds of activities with different relationships at three degrees of publicness: public, intimate (close friends and family), and no one but the self. This leads us to propose adding a third, alone “stage” to Goffman’s (1959) front stage-backstage metaphor for self-presentation, which we call the “dressing room.” Further, although participants claim that filter use is inappropriate in serious and workplace communication, they none the less reported instances of such use to achieve

pragmatic ends, such as softening a face-threatening act. We conclude by discussing the unique light that video filter use sheds on the intersection of self-presentation and social interaction.

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Hu, Jiabei and Yongping Ran (Guangdong University of Foreign Studies) **(Re)constructing moral order in the business context: Evaluations of corporate apologies**

Chinese companies frequently utilize an apology to do crisis management via social media. It is a kind of public apology that is designed to respond to public criticism, appease their outrage and arouse public evaluations again. Such evaluations are important to investigate customers and the public's engagement in business and public practice. However, previous studies on corporate apologies focus on the corporations' strategic utilizations to deal with individual customer complaints from the speaker perspective. It seems to neglect the specificity of corporate apologies to the general public and their evaluations from the hearer perspective.

This study draws on the data collected from a Chinese social media platform, consisting of corporate apologies and public response. It analyses the target, content and way of public evaluations to discuss how the public employs strategies to (re)construct moral order in the business context. The results show that the public not only evaluates the (in)appropriateness of apology expressions but also concerns corporations' daily practice. The evaluations are mainly realized via impoliteness and invoke moral order to criticize corporations' wrongdoing. In doing so, the public exercises their right (as customers) and fulfils their obligations (as social members) in (re)constructing moral order in the business context. The present study enriches corporate apology studies in the public context from an emic perspective and contributes to understanding public engagement in evaluating corporate apologies and related wrong doings as social practice.

Huang, Yahui Anita (Columbia University) **Self-face in Chinese (im)politeness: implications from the Yijing 'Book of Changes'**

Influential works on Chinese politeness all emphasize modesty (humbleness, self-denigration) as one of the most important guiding principles of Chinese communicative behaviors (Gu, 1990; Cheng, 2001; Pan & Kádár, 2011). However, such a view gives the false belief that Chinese lacks negative face (the desire to be unimpeded by others) which serves as evidence against Brown & Levinson's politeness theory (1987). Based on their research Cheng (2001) outlined a promising model of self-politeness. My study investigates Cheng's proposal by analyzing the 2021 U.S.-China summit in Anchorage, and explaining verbal behaviors according to the unfolding of line statements in the *qian* 謙 'humbleness' hexagram in Yijing, the source of Chinese thoughts predating Confucianism. I argue that Cheng's notion of self-face (all that is aligned with the speaker) should contain a dynamically calculated weight which plays an important role in estimating the degree to which self-face is threatened by other (how confrontational a prior communicative event is perceived, etc.) and by the self-face threatening act. The contrast between Chinese delegates' immodest verbal attacks and American representatives' bold-on-record fault-admitting act can be better explained if each party weighs self-face differently. The weight of self-face varies depending on the force of circumstance, timing, and one's position, etc., all add or diminish self-face which then influences one's

choice of actions, from being modest to attacking others. Previous accounts treat politeness and impoliteness as separate phenomena (Culpeper, 1996), but the Yijing tells us otherwise.

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Huang, Xu (Guangdong University of Foreign Studies)

Why a complaint? Exploring moral transgression underpinning customer complaints in Chinese e-shopping service encounters

Complaint is generally considered to be triggered by some kind of moral transgression or moral indignation that can be attributed to someone. This study aims to examine the nuanced domains of moral transgression underpinning customers' evaluation of a past or ongoing act as complainable and accusable, and discuss the reason for varying frequencies of different moral transgressions under scrutiny. By drawing on one-year service encounters in Chinese Taobao stores and adopting the discursive approach, the present study found that five different aspects, subsumed under distributive and interactional moral transgression, have given rise to customer complaints. It is also indicated that despite the significance of interactional moral transgression, distributive moral transgression is more frequently and saliently observed in e-shopping service encounters where participants' entitlement, in both epistemic and deontic domains, prevail to be made relevant in the turn-taking sequential formulation of customer complaints. This study will shed some lights into the application of moral order in guiding the evaluation and perception of a certain action as a complaint.

Huerta Rojas, Wanda A. and Elizabeth Flores Salgado (Benemérita Universidad Autónoma de Puebla)

Complaints in Twitter by Mexican Spanish Users

Communication has been transformed by the use of technology and the internet. Computers and smartphones have become the tool by which people interact with each other. (Herring, 2004; Flores-Salgado, E. & Castineira-Benitez, T., 2018). Twitter is a social-media platform where people can share updates, news, information and opinions called 'tweets'. Twitter also allows the use of graphicons which "resemble facial nonverbal behavior and may serve at least some of the same functions as nonverbal behavior in face-to-face communication" (Derks D., Bos, A. & von Grumbkow, J., 2008, p.379). Companies around the world are using Twitter for marketing (Ahlgren, 2019) because it provides away of

communication with the customers who can express their opinions and complaints about the goods and services that the companies provide. Complaints are face-threatening acts that expresses annoyance towards a hearer for a socially unacceptable behavior (Kozlova 2004). The addressee is held responsible for the perceived offence (Boxer, 1995). This paper aims to examine the complaint strategies performed by Mexican Spanish Tweeter users to Mexican airlines. A total of 100 tweets containing complaints produced by 100 native speakers of Spanish were analyzed by using the coding scheme proposed by Murphy and New (1996), Lavov (1971) and Hillard (2017). The results show that most of the speakers use direct complaints and that the complaints are stated in less than 150 characters showing that this new mean of communication has adopted brevity and directness. Further findings revealed the use of strategies such as threats and sarcasm. The results were examined based on Watts' (2003) concepts of politic behavior and politeness to highlight the pragmalinguistic characteristics of the complaints employed by Mexican Spanish Twitter users.

Iraheta, Ana Cecilia (Providence College)

Negotiation of service in a corner-store in eastern El Salvador

This paper analyses pragmatic variation of face-to-face service encounters (SE) in relation to macrosocial factors (Schneider & Barron 2008) in a region of El Salvador. It focuses on actional and stylistic (tu/vos [T]/[V] and usted [U]), levels of pragmatic analysis. It is based on naturally occurring data obtained through audio recordings in a small in-home convenience-like store with one vendor at a time. Products are on display inside the house and are visible through the locked front door and front window. As such, the products cannot be accessed directly by customers. In accordance with previous research (eg.; Félix-Brasdefer 2015; Placencia 2005), a preliminary analysis of 60 interactions indicates that SE in Salvadoran Spanish are realized by means of direct strategies. Indirect requests were not observed in the analysis. A distribution of the realization of customers' requests for service indicates that participants showed preference for assertions (34.9%) closely followed by imperatives (32.6%). Additionally, participants showed preference for direct questions (18.6%). Elliptical (9.3%) and want/need statements (4.7%) were the least preferred. Furthermore, the preferred address form by women and men is usted (you-formal). Finally, internal modifications of request were observed through politeness and the diminutive. The study of pragmatic variation in relation to the internal varieties of a given language (Félix-Brasdefer & Yates 2020) has been scant. Therefore, the present study contributes to the development and expansion of service encounter studies into a variety of Spanish that has not been previously studied.

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Ishiyama, Osamu (Soka University of America)

Pragmatic influences in the development of first/second person pronouns

Unlike third person pronouns whose major historical source is demonstratives (Siewierska 2004), first/second person pronouns have more varied sources, including nouns, demonstratives, and reflexives (Heine & Song 2010, 2011). However, it was also argued that while nouns commonly give rise to first/second person pronouns, some instances of demonstratives/reflexives used for the speaker/addressee do not have to be treated as a case of grammaticalization: they are simply contextual alternatives to first/second person pronouns (Author 2012, 2019).

Based on a geographically and genealogically balanced sample of 106 languages, I first confirm my claims above: nouns gave rise to first/second person pronouns in 13 languages, but only 3 and 5 languages for demonstratives and reflexives, respectively. I then show that the contextual use of demonstratives/reflexives for the speaker/addressee occurs predominantly in a typologically similar group of languages, particularly in Asia.

I further argue that politeness is the primary factor influencing the development of first/second person pronouns. This can be most clearly seen in the source nouns such as 'servant' (Burmese) and 'master' (Spanish), but also in culture-specific items that are never the less politeness-related ('crown (of the head) for first person in Thai). In some languages, reflexive-based forms for the addressee are casual (Korean) and polite (Hindi). This can be attributed to two core pragmatic characteristics of reflexives, high empathy and externalization/objectification of self. The former leads to casual second person pronouns and the latter to formal and polite ones.

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Jia, Mian (University of Texas at Austin)

Metadiscourse in text-based online advice: The influence of advice type and problem seriousness

Metadiscourse (MD) constitutes an important collection of linguistic devices that help authors mark their authorial stance and negotiate interpersonal relationships with their readers (Hyland, 2005). Existing studies have mainly concentrated on examining the variation of MD across academic genres, but few have explored MD in other social contexts (Hyland, 2017; Hyland et al., 2022). Text-based online advice represents a highly conscious use of language because the asynchronicity and anonymity of cyberspace expect advisors to carefully choose their language to clarify their advice message and build appropriate interpersonal relationships with their advisees. Moreover, since the communicative outcome of an advice message is often shaped by advice type (i.e., informational or emotional) and the perceived seriousness of the problem (Guntzviller, 2018), advisors are likely to adapt their MD use to construct different advisory stances. To understand the contextual variation of MD, this paper proposes a content analysis of naturally occurring advice exchanges. The data consist of 120 advice exchanges extracted from elderwisdomcircle.org, which featured personalized and empathetic advice on personal, relational, and workplace problems. Hyland's (2005) interpersonal model of metadiscourse will be used as the theoretical framework. The proposed study has two potential contributions. First, it expands the research on MD to online advice-giving by examining its variations across advice type and problem seriousness. Second, it extends the theories of advice-giving (i.e., MacGeorge et al., 2016) from its focus on politeness to metadiscourse.

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Jialu, Chen and Pang Yang (Donghua University)

A pragmatic account of light verb construction in spoken ELF: A corpus-based study

Building upon the pragmatic account of ELF proposed by Kecskes (2019), ELF interaction is a fluid and flexible mode of language use, whereby ELF interlocutors develop temporary norms and formulas in a creative way to serve joint purposes in context. Taking the light verbs (LVs) make and take as an example, the current research aims to explore the creativity and normativity of ELF speakers with diverse sociocultural backgrounds. Previous SLA studies claim that the Second Language (L2) users tend to overuse or misuse LVs in their spoken and written discourse, referred to as lexical teddy bear phenomena by Hasselgen (1994). However, based on the patterns and datasets extracted from the two ELF corpora, Asian Corpus of English (ACE) and Vienna-Oxford International Corpus of English (VOICE), the present research finds that ELF interlocutors have co-constructed their own patterns and formulas of LVs in a dynamic and creative way to facilitate cooperative convergence on shared meanings (Seidholfer, 2009). Thus, we propose the term communicative teddy bear to illustrate the tendency of ELF interlocutors to use LVs in deliberately and creatively to construct a common ground and enhance their mutual understanding. Moreover, findings also show that ELF interlocutors attempt to mix, combine, or extend the meanings of LVCs metaphorically to achieve specific communicative purposes. Moreover, temporary formulas, such as make a book, take in, take tours, are co-constructed by ELF interlocutors to serve as building blocks for the emergent common ground in specific situational contexts.

Kang, Shuo (University of Calgary)

The comprehension and learning of idioms through academic listening

This study adopted a pre-test/post-test control group design to investigate whether Chinese as a foreign language learners could understand unfamiliar idioms through listening to a lecture. 159 undergraduate students participated in the study, with their language proficiency and prior idiom knowledge being homogenized by HSK test (a standardized Chinese proficiency test) and an idiom pre-test, respectively. Six weeks after the pre-test, the experimental group (n = 53) was exposed to a radio-taped lecture where 18 target idioms were embedded, the comparison group (n = 53) listened to 18 paragraphs extracted from the same lecture, and the control group (n = 53) received no input. Then, all participants wrote a post-test to show their learning outcomes. Five participants from each group also received an interview by which the listening strategies used for and problems encountered in idiom comprehension and learning were examined. 12 weeks after the interview, all participants completed a delayed post-test to demonstrate their retention of the target idioms. The results demonstrated that 1) the mean scores of the post-test and delayed

post-test in the experimental group were significantly higher than those in the comparison and control group, indicating that lecture listening had a positive effect on idiom learning and retention. 2) Chinese idioms having translation equivalents in English were the easiest to learn, followed by Chinese idioms with some component words in common and no component words in common with English counterparts. This suggests that cross-language similarity has a significant effect on idiom learning. 3) Learners tended to use both cognitive and metacognitive strategies for idiom comprehension, including linguistic inferencing, academic elaboration, and comprehension monitoring.

Kecskes, Istvan (SUNY at Albany)

The interplay of linguistic, conceptual and encyclopedic knowledge in meaning construction and comprehension

The presentation argues that if we want to understand the process of common ground building in intercultural interactions, we need to investigate the nature and contents of “socio-cultural background knowledge” that is added to linguistic knowledge in meaning construction and comprehension. Relying on the definition of language as a system of signs operated by a conceptual base that is the reflection of the socio-cultural background in which the system of signs is put to use the paper proposes a model that presents conceptual knowledge directly related to linguistic knowledge as a reflection of prior, culture-specific reoccurring experience in the given speech community while encyclopedic knowledge is considered something that is called upon as needed in an actual situational context.

The presentation highlights the central role of language-specific conceptual knowledge in meaning construction and comprehension that functions as an interface between linguistic knowledge and encyclopedic knowledge. Conceptual knowledge is responsible for preferred ways of saying things and preferred ways of organizing thoughts in which languages differ. Excerpts from conversations demonstrate that while L1 users seek and establish common ground on the conceptual level, L2 speakers do that mainly on the linguistic level.

Kepler, Grady (University of Wisconsin, Madison)

Directness in Jordanian Arabic and American English requests: A Pilot study

Recent pragmatic analyses of Arabic have provided contextual nuances, showing that levels of directness vary according to speech acts, and that directness is important for politeness purposes (e.g., Alaoui, 2011; Al-Marrani & Szalanie, 2010; Nelson et al., 2002). The present study continues this line of work by seeking to better understand politeness in Jordanian Arabic (JA) and American English (AE) through a close analysis of the level of (in)directness of requests. Using Blum-Kulka et al.’s (1989) definition of directness as “the degree to which the speaker’s illocutionary intent is apparent from the locution” (p. 278), this study provides preliminary evidence that native speaker intuitions of requests in JA (unstudied in published literature to date) and AE are similarly indirect. However, a different proportion of internal and external modifications strategies of the head act reduced the level of directness in the request. To analyze directness in speaker intuitions, thirty-five requests were elicited each in JA and AE using a Discourse Completion Test (DCT). The DCT consisted of four scenarios and elicited requests between dyads of varying social distance [+/-D] (e.g., friend-friend, friend-stranger) and weights of imposition [+/-W] (e.g., borrow a pen versus a substantial loan), while controlling for social status (e.g., student-student). Following House and Kádár’s (2021) framework for cross-cultural pragmatic research, the DCT results were coded as direct (e.g., “give me a ride”), conventionally indirect (e.g., “could I get a ride”), and non-conventionally indirect (e.g., “it would be nice to get a ride”). External and internal modifications of the head act were also coded. The results show that JA and AE requests were similarly conventionally indirect (86% & 83%, respectively). However, regarding external modifications, JA speakers used more mitigating

moves (e.g., apology; 67% vs. 53%), whereas AE speakers used more adjuncts (e.g., alerter [‘hey’]; 46.9% vs. 33.3%). Regarding internal modifications, AE speakers used more speaker-oriented perspective (31% vs. 11%), and politeness markers contributed to the highest proportion of lexical downgraders in both languages, although to varying degrees (87.5% in JA vs. 44.4% in AE). Positive and negative politeness in JA and AE is discussed in light of these findings.

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Khalfaoui, Amel (University of Oklahoma)

The linguistic expression of propositional attitude: The case of the Tunisian Arabic particle *ha*

A qualitative analysis of the two Tunisian Arabic vocative particles *ya:* and *ha:* (e.g., *ya:/ha:* Sonia.) in data corpus indicates that *ha:* is restricted to utterances where the speaker is expressing a negative attitude as shown in (1) where the speaker is criticizing the president of the country.

- (1) *ha:/ya: qays wxay ra:k gʃart-ha*
ha: Kais brother.diminutive emph drilled.a.hole-it
 ‘*ha:* Kais little brother, you screwed up.’

The particle *ya:*, on the other hand, is used in a wider variety of utterances where the speakers are expressing a variety of negative, positive, and balanced attitudes as demonstrated in (2) where the speaker is expressing a more balanced attitude by asking a sports club managers to support their soccer team; and in (3) where the speaker is expressing admiration for a blogger’s choice of topics.

- (2) *ya:/# ha: musʃrifin klam-kum sh:h ʔama ya: xu:ya aʃmlu:l-na exception fi: fu:t*
ya: managers talk-your correct but please make-us exception in soccer
 ‘Managers, what you have said is correct, but can you please make an exception in soccer.’ [corpus]

- (3) *ya:/#ha: xu:ya braaaaaaavo wa-llah rawʃa mawað:ʃk*
ya: brother bravo by-god great topics-your
 ‘Brother, braaaaaaavo, I swear to God, your topics are great’ [corpus]

The speaker’s attitude in an utterance is determined by examining the context and the occurrence of evaluative language (e.g., evaluative adjectives and exclamatives) in the utterance that contains the vocative particle. I use Relevance Theory (Sperber and Wilson 1995) to argue that *ha:* is a marked particle that encodes a procedure that constrains and facilitates the comprehension process by explicitly instructing the

hearer that the speaker is expressing a negative attitude toward the proposition expressed by the utterance that contains the vocative. Thus, while ha: is felicitous in (1) where the speaker is expressing a negative attitude, its use in (2) and (3) results in infelicity, because the unexpected negative meaning it signals utterance imposes unnecessary processing effort on the hearer and may result in failure in communication.

Khamsuk, Sahadsawat and Nattanun Chanchaochai (Chulalongkorn University)
Verbal versus Emoji-based irony: An experimental study

Emojis in computer-mediated communication (CMC) have not only been argued to convey affective meanings but also to function as illocutionary force indicators (Dresner and Herring, 2010; Thompson and Filik, 2016). In an event-related potential study, emojis were also found to induce P600 effects, similar to verbal irony (Weissman and Tanner, 2018). Nevertheless, it is still unclear whether emoji and verbal cues are equivalently effective in signaling irony. Utilizing conventionalized ironic implicature in Thai (Panpothong, 1996, 1998), this study examines whether the emoji cue gives rise to irony to the same extent as the conventionalized verbal cue /bʰa:n kE: siP/ (lit. ‘your house’). Native Thai speakers (n=14) were recruited to take an online task on PCIBex (Zehr and Schwarz, 2018). The stimuli were 30 adjectives (half negative) treated to make 5 different conditions (Table 1), pseudorandomized and distributed to 5 different lists using the Latin Square design. The participants were asked to choose the intended meaning of the adjective shown on the screen (with/without emoji/linguistic cues) with the choices of either adjective x (literal interpretation) or not x(ironic). The results show a clear discrepancy between the verbal and emoji cues.

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Kinnison, Li Qing (Wofford College)
Impact of English language on Chinese *lǐ mào* (politeness) expressions

English in China has gone from being forbidden in the Middle Kingdom as a barbaric language to enjoying unprecedented popularity since the 1980s (Bolton 2003). Though there is no lack of research on the subject, few studies were done on how English has impacted the usage of Chinese, particularly politeness expressions. This paper traces different stages of English learning in China from the 1860s to the present, aiming to find how English influences Chinese *lǐ mào* (politeness) expressions. *Lǐ mào*, different from polite/politeness in English, which emphasizes respect and consideration for everyone (Sifianu 2019, Watts 2003), follows Confucian ideology by showing respect to superiors, either in social status or ranking, to keep hierarchical orders and maintain social harmony. *Lǐ mào* literally means “ritual & appearance,” which derives from *lǐ* (ritual and propriety). In the mid-1980s, the Chinese government launched a ‘politeness campaign’ promoting using *lǐ mào* expressions in daily life, including *xièxie* (thank-you), *qǐng* (please), *duìbùqǐ* (I’m sorry), etc. Promoting the usage of these polite expressions became more fervent

around the 2008 Beijing Olympics, intending to create a positive global image of China with its economic reform and open-door policy. Though the Chinese language does not lack polite expressions, especially in classical Chinese, these “modern” expressions were not part of Chinese daily parlance because they came from the English language and sounded “distant, formal and foreign.” These “non-Chinese” polite expressions have received resistance from the Chinese, who oppose this “foreignism” and “western influence” as they want to perceive their national heritage and identity (Pan et al.1994) because English is viewed as an embodiment of Western values and a threat to Chinese tradition (Fong 2009). Associated with learning from the West to modernize China, the status of English has experienced up and down, especially after the 1950s, with the government’s political stance and the relationship between China and the West (Adamson 2004). Therefore, whether these expressions will eventually become part of Chinese politeness speech remains unanswered.

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Knjižar, Ivan (University of Belgrade)

Factive presupposition in ostensive-inferential communication: Analysis parameters

The subject of our research is factive presupposition in ostensive-inferential communication. In the current relevance-based account, presuppositions are described as background (non-main point) assumptions that contribute only indirectly to the achievement of the relevance of the utterance. According to this account, presuppositions are part of the speaker's communicative intention, and the addressee must accept those propositions for the utterance to be relevant to her in the way that the speaker intended. This descriptive characterization does not say much about particular kinds of presupposition, but it provides a general framework by which the presupposition is generally delimited as a pragmatic phenomenon. In order to better understand factive presuppositions, it is necessary to set additional parameters of analysis. In our research, we set the parameters of the analysis into two categories. The first category includes *grammatical parameters*: grammatical structure of factive construction; projection of factive presupposition. The second category includes *pragmatic parameters*: the reason for the necessity of the addressee's acceptance of factive presupposition in order to achieve the relevance of the utterance; the strength of factive presupposition; main-pointhood (non-exploitative vs. exploitative factive presupposition); informativeness (non-informative vs. informative presupposition); contextual defeasibility; inferential processing (constructing presupposed propositions; inferential processes in the detection of activated, neutralized or exploitative factive presuppositions). This theoretical research is based on examples of the use of factive triggers of presupposition in the spoken language in real-world situations.

Koguma, Takeshi (Kanazawa University) and Katsunobu Izutsu (Hokkaido University of Education)

Self-Addressing in Monology: A Cross-linguistic perspective

This study examines monologic utterances in English, French, Japanese, Korean, Chinese, Mongolian, and Thai with reference to, two types of reflexive speech:(i) self-blame and (ii) self-encouragement. We demonstrate that self-blame is, cross-linguistically, more compatible than self-encouragement, with the second-person self-reference due to the higher conceptual manipulativity of conceptual content. Self-blame

based on realis (Comrie 1989; Croft 1990) is more likely to undergo reification (Langacker 2008) than irrealis self-encouragement.

Many languages readily allow a second-person as well as first-person subject for his self-reference (e.g., What the heck are you [am I] doing?) when he feels some embarrassment about his performance. In contrast, languages like Japanese and Amdo Tibetan are unlikely to tolerate such a self-reference. We elsewhere (2020) reported that Korean is closer to English than Japanese, in allowing second-person self-reference in some monologic conditions. This indicates that the optionality of pronoun is irrelevant to this pronominal preference. The same contrast is also found in self-encouragement (e.g., You [I] can do it!) where in the speaker cheer himself up in some difficult situation.

Languages like French or Mongolian, however, the self-reference with the second-person subject in self-encouragement utterances is not as natural as in self-blame (e.g., Qu'est-ce (que) tu fous!; (?)Tu peux le faire !). This suggests that languages can be captured in the implicational hierarchy in terms of the monologic self-reference: first-person only > second-person for self-blame > second-person for self-encouragement.

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Lacroix, René (University Sorbonne Nouvelle) Towards a typology of identity-restoring speech acts

When an individual commits an impropriety, they can use a number of strategies to restore their identity in the eyes of witnesses. These include verbal strategies such as ‘evaluative metadiscursive comments’ (Heisler et al., 2003), ‘defensive auto-descriptions’ (Author, 2014), ‘disclaimers’ (Hewitt & Stokes, 1975) and ‘accounts’ (Scott & Lyman, 1968).

- (1) But y’know I’m a little ashamed to say that: I don’t go to Montreal a lot and that: I’m not tempted to go either.
- (2) (At a dinner, one of the guests must move her arm in front of another in order to reach the bread, an impolite gesture. As she moves her arm, she tells the guest:) I pass in front of you to take some bread.

Studies examining such speech acts are scattered in the literature. The present paper aims to integrate them into a unifying framework. Parameters of a typology of identity-restoring speech acts will be put forward in order to enable comparison between such acts and inquire more deeply into their properties. Among such parameters are the following:

- The dimension of the situation referred to: (1) describes the emotional reaction of the individual engaged in the impropriety while (2) describes the impropriety itself;
- Whether the strategy permits the occurrence of the impropriety, as in both (1) and (2);
- Whether the identity-restoring act is carried out by the author of the impropriety, as in both (1) and (2), or by another individual.

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Lai, Yun-Sxin and Ying-Ying Tan (Nanyang Technological University)
Politeness functions of Singlish particles in assertions and directives

Pragmatic particles are some of Singlish's most salient features, and have been analysed as capable of posing threats to addressees' negative and positive face in many types of speech acts (Gupta, 1992). Certain Singlish particles, such as *lah*, have also been shown to carry much potential to exacerbate face threats in speech acts that are inherently face-threatening, such as assertions and directives, most likely due to their emphatic nature, which often communicate a lack of "regard for personal autonomy and personal view" (Wong, 2004, p. 786). However, recent literature has suggested that in informal speech situations, Singlish features may also boost politeness in conversations, mainly by helping to build and strengthen the solidarity between interlocutors (Wee, 2004; Koh, 2009; Stadler, 2018). This paper further explores the relationship between Singlish particles and politeness, investigating the specific mechanisms underlying the politeness functions of particles. Using Politeness Theory by Brown and Levinson (1987), we analyse two types of inherently face-threatening speech acts – assertions and directives. We randomly selected 12 dyadic conversations from the National Speech Corpus (Koh et al., 2019), featuring 24 speakers and three hours of conversational data per speaker, yielding 72 hours of natural speech in total. Informed by native speaker judgments and understandings about the utterances in their specific conversational contexts, we coded the extracts for the types of speech acts carried out in each utterance, and the politeness strategies used. The extracts demonstrate that in informal conversations, Singaporeans often use these particles for politeness effects, especially in the form of appeals to addressees' positive face needs, as well as mitigations of positive and negative face threats inherent in assertions and directives. The extracts demonstrate that even though such particles often come across as "impolite" in contexts where their assertive nature poses an intrusion on addressees' negative face, their conventional functions in other contexts can also often be face-saving and hence "polite", serving as appeals to addressees' positive face needs. The study concludes with a discussion of the characteristics that these contexts possess, that allow such types of politeness work to be successfully carried out between interlocutors.

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Lau, Thu (Thu Dau Mot University)

Compliment responses in Vietnamese: The influence of genre and context on gender and region

The present study investigated how genre and context impact region and gender in Vietnamese CRs using two different sets of data. The sociolinguistic interview data were gathered through fieldwork with informal semi-structured interviews in two distinct regions of Vietnam. The talk show data were collected from two contemporary shows broadcast on national television channels. Different from previous studies, the present study mainly focused on speakers' reported feelings about compliments rather than on actual performance. In addition, we categorized CRs based upon observation of real language from a discourse-based perspective that we believe may provide a fuller picture of studying this speech act. The results showed big differences about regional and gender variation through sociolinguistic interviews but very little regional and gender variation in the two shows. The findings of the present study made a strong case for the view that people's interactions in real life would differ from people's interactions in media contexts. Throughout the present study, we can see that the context does matter very much in giving compliments and interpreting the responses. The findings of the present study may contribute greatly to the recent trend in the study of compliment and response speech acts and in the field of pragmatics as well.

Lei, Rong and Yongping Ran (Guangdong University of Foreign Studies)

Restoring moral order: Metapragmatic comments in complaint responses in a Chinese online health context

Positioned within sociopragmatics, particularly the theory of moral order (Garfinkel 1964; Haugh 2013), this study explores the role of metapragmatic comments (MPCs) in restoring moral orders in compliant responses. Drawing on advice-seekers' complaints about their parents' moral violations in parent-child interaction—peer advisors' responses collected from a Chinese online health context, MPCs used in the peer advisors' responses are analyzed to address two research questions: 1) What types of MPCs are used by peer advisors in complaint responses? 2) How are these MPCs used to restore moral order in compliant responses to facilitate complaint settlement? Data analysis reveals that: 1) Three types of MPCs are employed by the peer advisors in complaint responses. 2) These MPCs, by accounting for violations of the moral order, by negating the violations of moral order, and asserting the parents' observance of moral order, function to restore the moral order in compliant responses to facilitate complaint settlement. This analysis aims to contribute to research on metapragmatic discourse by bringing a new theoretical perspective of moral order. By exploring the moral order that underpins parent-child interaction in Chinese society, this study also helps to explain the emic features of sociopragmatics in Chinese culture.

Li, Chengtuan (Guangdong University of Foreign Studies)

A study of cognitive restructuring through common ground manipulation in the interpersonal therapy for major depressive disorder

This study focuses on the cognitive restructuring through common ground manipulation in the interpersonal therapy for major depressive disorder (MDD for short). Based on the self-built corpus of the interpersonal therapy for MDD, this study analyzes the strategies of manipulating common ground for the purpose of restructuring the cognition of the patients. Using common ground construction theory (Keszkes & Zhang 2009) and cognitive restructuring framework (Beck 2021), this study captures the delicate process of cognitive restructuring via co-constructing the common ground in the interpersonal therapy for MDD and probes into the underlying pragmatic mechanism. This study finds that doctors often choose negating

strategies to negate the distorted cognition of the recipients and then seek or create the emergent common ground more often than activating the core common ground for the purpose of restructuring the cognition of the patients. This study may provide a significant knowledge gap in the field of clinical linguistics and interpersonal pragmatics on MDD.

Lindstrom, Amy (Old Dominion University)

Looks like a case of reanalysis: Pragmatic markers, constructions and constituency

Pragmatic markers of subjectivity are typically equated with first person singular subjects, such as *I think* and *I don't know*, while those of intersubjectivity frequently entail second person subjects, as in *you know*. This study amends the assumption that speakers' commitment to the truth value of their utterance is relegated to *I* or *you* by introducing an additional means by which (inter) subjectivity is manifested; lacking a referential function, existential *it* (or its unexpressed counterpart (\emptyset)) is an optimal marker for signaling point of view. This study presents a multi-variate analysis of 620 tokens of seems, sounds, and *looks + like* from three conversational corpora to show how the constructions have recruited predictable pronominal material on both left and right edges. To the left, selection of existential *it* versus an unexpressed subject depends on whether the subject complement is phrasal or clausal: speakers express the subject *it* when the complement is phrasal yet omit *it* when the complement is clausal (title example). To the right, pronominal choice depends on the preceding verb+*like* construction: *it seems like* is followed by *I*, *it sounds like* by *you*, and *it looks like* by *he/she/it* (1-3):

- 1) When I got married and had children and everything it seems like I keep all my activity just chasing around fulfilling my obligations.
(Switchboard)
- 1) I wish you many years of happiness together. It sounds like you are off to a great start.
(COCA)
- 2) JOANNE: what is it,
you've got a medicine cabinet,
KEN: It looks like it,
(SBCSAE)

Similar to Thompson and Mulac (1991), who dispute the idea that the selection of complementizer *that* vs. \emptyset is arbitrary, these data show that highly frequent word combinations become automatized (Bybee 2010) and stored together, whereby reanalysis leads to the development of not only constructions, but divergent constituent structures.

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**Liu, Donghong and Yuhan Tian (Southeast University)
Pragmatic Functions and Contextual Effects of Emojis in Chinese WeChat**

WeChat has become a popular way for language communication and transmission, in which the mixed use of emojis and words produces prominent textual features. Studies related to instant messages mainly focus on interpreting the functions of the solely-used emojis or other computer-mediated communication cues in instant message discourses. But little attention has been paid to the combining effects of emojis and words. This study analyzes the pragmatic functions and the systematic correlations between emojis and their surrounding words from the perspective of relevance theory. A corpus of 50 conversations of Chinese college students over WeChat was built. A mixed research method was employed in encoding and data analysis. By investigating the consistent and inconsistent meanings between emojis and words, this study has found the pragmatic functions of emojis: filling, enhancing, weakening, challenging and replacing the effects of words. The emojis play an important role in enhancing contextual effects and reducing reader's processing effort. The five kinds of emojis produce the following five corresponding contextual effects: eliciting a context, clarifying a context, separating two contexts, intensifying a context and setting up an independent context. The first four kinds of emojis together with words will increase the text-sender's processing effort but reduce the text-receiver's processing effort, while the last kind used alone will reduce the text-sender's processing effort but maybe increase the text-receiver's processing effort.

**Liu, Jiang (University of South Carolina) and Wenshan Li (South West University, Chongqing)
Revisit the idiomaticity of *what if*-questions in English**

Bledin and Rawlins (2019) argue that *what if*-questions in English as sentential idioms by providing evidence showing that the semantic relationship between *what* and *if*-conditionals is not compositionally established. For example, *if*-conditionals cannot follow other *wh*-words such as *who*, *when*, *why*. No adverbials can be inserted between *what* and *if*. This paper revisits the syntactic and semantic combination of *what* and *if*-conditionals within *what if*-questions. We examined the discourse functions of *if*-conditionals (e.g., repeating an assumption made earlier in the context, offering a contrast to an earlier assumption) illustrated by Ford and Thompson (1986). With Ford and Thompson (1986) as a background, interestingly, the discourse functions of *what if*-questions that Bledin and Rawlins (2019) demonstrate, are closely related to the discourse functions of *if*-conditionals. We argue that *what if*-questions are not idioms in the standard sense but rather a result of the combination of the clausal *wh*-word *what* and *if*-conditionals. A formal characterization of the syntactic and semantic combination of *what* and *if*-conditionals is formulated in the framework of Dynamic Syntax, which captures not only the syntactic and semantic properties of the clausal *what* but also its syntactic and semantic relationship to *if*-conditionals in a discourse context.

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Liu, Wenjie and Wei Ren (Beihang University)

Task-based language teaching on Chinese EFL learners' pragmatic competence

The present study investigates the effect of task-based language teaching on Chinese EFL learners' pragmatic development longitudinally. Using role-plays, the study collects data from 4 Chinese high school intact classes (including 3 experimental groups and 1 control group) under three different teaching methods for 10 weeks. These students also completed a retrospective verbal report.

Overall, the study aims to explore the effect of task complexity in task-based language teaching on learners' L2 pragmatic development, additionally, to especially uncover the teaching effects on the pragmatic development of Chinese high school students. Students' pragmatic development will be demonstrated through their pragmatic production of three speech acts. The results will be revealed by the frequency of appropriate speech acts in role-plays in the specific context. Furthermore, this study will also discuss whether the conclusions from Chinese high school English learners differ from previous studies (including different learner sources).

The study, by exploring the effects of task-based language teaching on Chinese high school students' pragmatic competence, investigates the implementation of task-based teaching in China, broadens this research field, and enriches related literature. Most importantly, the study will give some feedback on pragmatic teaching, and further promote L2 pragmatic teaching practice in China.

Ludemann, Dillon (University of South Carolina)

Creatures of kek: An examination of digital pragmatic affordances on 4chan's /pol/

The word "kek" has a long and storied history across a myriad of digital linguistic landscapes. Beginning originally as an alternative presentation of "lol" in the popular MMORPG *World of Warcraft*, which released in 2004, its meaning and associations have shifted dramatically. In the wake of the 2016 election, "kek" has not only come to encompass this alternative form of "lol," but has been co-opted into far-right discourse online, especially within 4chan. Additionally, the term has been expanded to include an imagined national community to which members belong ("the state of Kekistan") and reconfigured to co-opting the ancient Egyptian god of darkness and chaos, also named Kek. In this paper, I will explore the role this wordplays in many common pragmatic affordances on the anonymous image board forum "4chan," and more specifically, its politically incorrect-themed board, /pol/. Further, I will outline more connections to broader ways of speaking and doing on 4chan's /pol/ in relation to kek, including the political connections to the now (in)famous depiction and representation of Pepe the Frog in far-right meme use and circulation. From these examples and explorations, I will demonstrate how this word, and negotiations of its myriad meanings and associations, are crucial in helping to create a shared corpus between users; not only of mischief-makers and trolls congruent with internal and external cultural expectations of 4chan, but also the linkages of far-right ideologies to cultures of trolling and digital mayhem.

Mahzari, Mohammad (Prince Sattam Bin Abdulaziz University)

The Closing sequences and ritual expressions of informal mobile phone calls between Saudis: A conversational analysis

Although much work has been conducted on studying conversational openings of telephone and ritual expressions, conversational closings and ritual expressions have received less attention by researchers due to the complexity and difficulty of identifying the beginning of closings in telephone conversations. The parts of closing and ritual expressions on telephone have been examined in some languages, but Arabic has not been studied in landline telephone or mobile phone. Therefore, this study seeks to identify the sequences and ritual expressions between Saudi friends and relatives to explore the strategies of closing informal

mobile phone calls by using a conversation analysis approach. Thirty audio-recorded and transcribed mobile phone conversations served as the data source for this study. The results found that the majority of mobile phone closing conversations include three parts: pre-closing, leave taking, and terminal exchange that are similar to many languages such as English, Japanese, and German. Also, various expressions were used in pre-closing and leave taking sequences, but the expressions of using prayers were used more frequently in the sequences. Finally, closing conversation is affected by various external and internal social factors in the sequences and the use of ritual expressions.

Martin, Samantha (University of South Carolina)
Ventriloquism in gender violence narratives on Argentinian Twitter

This paper analyzes the mass-mediated multivocality of #Cuéntalo, a 2018 Twitter movement that sought to raise awareness about gender violence. The movement involved collective participation through the circulation of *testimonios*, a genre popularized in Latin America (e.g., Menchú 1984) and which took a new form on social media. To understand the linguistic and social characteristics of the tweets, I collected transcripts of the first 10 *testimonio* tweets that appeared when searching for the hashtag on Twitter using four date intervals in the first two weeks after the protest began and a location tag of Argentina. The date range was selected in imitation of quantitative studies of #Cuéntalo tweets (Bucalo et al. (2019); Gómez and Vallès (2018)). I coded the data for constituent parts of each tweet to discover the variations of genre structure. I also analyzed the content for patterns, such as frequently used lexical items, pronouns, and syntactic structures, in connection with named identities of narrative participants (e.g., author, victim, perpetrator), as well as any mentions of location, date, victim's age, and traumatic consequences. A notable element that contributed to the genre's pragmatic potential was the evidentially authoritative "first-hand" account of victims (e.g., "3 of my killers are still at large") even as the tweets were often posted by individuals other than the victims. These acts of ventriloquism (cf. Ritchie 1993) were revealed at each narrative's conclusion through a perspectival shift (e.g., "I tell you this story myself because Diana Quer cannot"). Scholars have analyzed narratives of vicarious experience to demonstrate how storytellers establish epistemic authority (Declercq and Jacobs 2019) and create a web of shared experience (Mildorf 2019). Similarly, in #Cuéntalo, "I" served multiple roles, voicing both the specific victim of gender violence and the collective who continues to experience the systemic violence that the movement seeks to undermine. The wide circulation of tweets, the simultaneous specificity and generalizability of the narratives, and the particular configuration of discursive elements gave *testimonios* new potential, as individual stories worked at multiple scales in a social memory-making project.

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McGlone, Matthew (University of Texas at Austin), Elizabeth Glowacki (Northeastern University) and Mian Jia (University of Texas at Austin)
Smoke signals: Grammatical metaphor in smoking cessation narratives

Many former smokers say quitting the habit was the hardest thing they ever did. Cessation narratives composed by former smokers have been analyzed to elucidate linguistic patterns indicative of successful attempts to meet this challenge. This research has found only modest associations among outcome variables and cessation narrative elements. For example, McCullough and Anderson (2013) analyzed transcripts of interviews with former smokers and argued that a key narrative predictor of success was agentic language use (first person pronouns, active voice, etc.).

The reported study investigated the occurrence of grammatical metaphors in smoking cessation narratives and their association with “stages of change” in addiction recovery. Specifically, we examined the “experiential” variety of grammatical metaphors—i.e., in which processes are encoded as nouns (Halliday, 1998)—predicated on the verb “smoke.” A sample of spoken cessation narratives were drawn from the *Voice of Nicotine Recovery Online Forum* and transcribed. Passages containing smoke-related words and phrases (smokes, smoking, smoker, smoke, nonsmoking, etc.) were identified via KWIC concordance and then coded by independent judges to identify a) part of speech, b) verbal types (gerund, infinitive, etc.), c) thematic roles (agent, patient), and d) stage of change. This analysis revealed a reliable pattern in which the smoking process was more likely to be encoded as an agent noun in pre-cessation stages (e.g., *smoking helped me relax*) and a patient noun (e.g., *I don’t need smoking in my life*) in post-cessation stages. Implications of these findings for narrative medicine research and grammatical metaphor theory will be discussed.

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Miller, Shelby (University of North Texas at Dallas), Hilal Ergül (University of Northern Iowa), and Salvatore Attardo (Texas A&M University)
Establishing and breaching the experimental frame

In this study we present a Goffmanian analysis of the frame (Goffman, 1974) of participating in an experimental study. Participants in an experiment agree to bind themselves to a set of extra “constraints” on adequate behavior (“allowable contributions” Levinson, 1979) in the activity. This extra set of constraints manifest themselves through orienting to specific behaviors such as looking into the camera used to record the interaction or addressing the researcher, as Face-Threatening-Acts (FTA). These FTA are seen as infractions (breaches) vis-à-vis the experimental frame and as such need to be mitigated (Caffi, 2013) through various forms of politeness (Brown & Levison, 1987; Terkourafi, 2005), such as explanations and justifications.

Our study is based on 32 participants, with a relatively broad socio-economic background. The participants engaged in dyadic interactions centered around solving a Tetris-like puzzle and conversations after they completed the task.

Most of the frame breaches consisted of re-keyings, for example going from a serious keying to a playful/humorous one. Some examples included breaches due to flooding out and embarrassment. All the 34 breaches of the experimental frame took place after they had completed the task. 6 out of the 16 dyads did not break the experimental frame at all. Most of the breaches were mitigated, for example through laughter or apologies. The conceptualization of social frames as constraints is shown to be both theoretically valid and faithful to Goffman's thought.

Miller, Shelby (University of North Texas at Dallas)

How different personalities do things with words: The effect of personality traits in illocutionary act production

This exploratory study examines the correlation between individual personality traits, as measured by the Myers-Briggs Type Indicator (MBTI), and illocutionary act (IA) production (Austin, 1962; Searle, 1969). While prior studies have established meaningful correlations between personality traits and language use (e.g., prosodic, lexicosemantic, speech act production), these studies share several limitations. They primarily rely on written data sources (e.g., Appling et al., 2013; Argamon et al., 2005; Hirsh & Peterson, 2009; Lee et al., 2007) as opposed to spoken (e.g., Beukeboom et al., 2012; Kuriscak, 2006). The focus of the research has been on lexical choices, and few studies have researched personality traits through the lens of illocutionary act production (e.g., Shimura, 2003). These studies also have a tendency to focus on a few specific domains of personality (i.e., extraversion/introversion; Kuriscak, 2010).

This study focuses on spoken data, and investigates the illocutionary act production of 32 participants and considers all 8 MBTI preferences. Participants were recorded working in pairs on a Tetris-like puzzle and then completed the MBTI. The results of this study show significant correlations between the personality trait of judging and asserting IAs, extraversion and request for information IAs, as well as extraversion, sensing, and feeling traits with the use of hearer directed IAs.

Mir, Montserrat and Patxi Laskurain (Illinois State University)

Idiomatic expressions in Spanish and English verbal humor: The case of late-night TV show monologues

In this study we explore the use of idiomatic expressions in the monologues of four TV comedians in late night shows in the United States and Spain. We propose a cross-cultural and cross-linguistic comparison between Spanish and English humor as reflected in the humor genre of televised monologues to better understand how idiomatic language helps in the production of humor in these two languages.

We define idiomatic expressions as multi-word phraseological units that are syntactically complex and conventionalized. Our research is grounded on the General Theory of Verbal Humor (GTHV, Attardo 2001) and phraseological linguistics. Humour is a type of communication that is based on an incongruence used to generate effects. The successful outcome of any humorous text entails the activation of mental scripts and their opposition according to a particular situation on the basis of a defined target, narrative strategy, and the choice of linguistic tools (Attardo 2001). Language is one of the knowledge resources that allows us to resolve the incongruity present in humor. A phraseological perspective in the study of idiomatic expressions in verbal humor offers us a way to classify these idiomatic expressions based on their idiomaticity and textual autonomy.

Our preliminary analysis of our corpus shows that fixed expressions in the production of verbal humor are more prevalent in the Spanish monologues although all comedians in Spanish and English, use idiomatic language to aid in the interpretation of humor in their monologues.

Moore, Britni (University of Illinois Urbana-Champaign)
Sexual consent as performative: Mixing gender and speech act theory

In my paper, I analyze sexual consent using an expanded Speech Act Theory (Austin, 1979; Cowart, 2004; Geis, 1995; Searle, 1969/2011) that incorporates the social context, especially gendered power dynamics, through Sexual Script Theory (Gagnon & Simon, 1973/2005). Using discursive data from various sources, I apply several principles from a modified Speech Act Theory to examine discourses about consent in order to better understand how the participants linked 1) the utterance of consent to 2) the intention of the speaker to 3) the understanding of the sexual partner; in other words, linking the locutionary to the illocutionary to the perlocutionary act. Often, the illocutionary and perlocutionary acts were understood by participants through assumptions of how men and women should act in hetero-normative sexual encounters. By combining Speech Act Theory with Sexual Script Theory, I was able to confirm and expand prior work on consent as a speech act by looking more closely at the felicity conditions, including introducing the concept of *optimal felicity conditions*. Optimal felicity conditions draw on the psychological theory that *consent* and *wantedness* are separate concepts that can appear in any combination. This explains why in situations without *wantedness*, participants would argue that consent had been given, but that situation still made them uncomfortable. It is only through the application of gender theory to speech acts that one is able to get a clear picture of how the illocutionary force, and the associated perlocutionary act, are operating to make meaning.

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Nagayama, Tomoko (Kanagawa University)
***So-desu-ne* or a Japanese short utterance that allows the speaker to accomplish multiple positioning**

This research examines how commentators position themselves vis-à-vis announcers in live coverage of high school baseball games in Japan, which is typically set as talk between two speakers, an announcer and a high school baseball coach acting as a commentator. The data here is a videotaped recording of televised live coverage of a quarter-final on the prefectural tournament in Kanagawa, Japan, which was part of All Japan annual high school baseball championships in 2019 and put on the air live in real time. The talk had two participants, a TV announcer and a high school baseball coach acting as a commentator. Taking an interactional sociolinguistic perspective, I analyzed pragmatic features of a Japanese short utterance *so-desu-ne*, which was observed conspicuously in the commentator's talk, and attempted to explain why he

used the phrase so remarkably in the coverage from a viewpoint of positioning theory. So-desu-ne is referentially content-free and context-dependent working as backchannel, which helped him accomplish multiple simultaneous moves such as supporting “the speakerhood of the turn-holder” (Kita and Ide, 2007), reacting to the preceding utterance in a way and refraining from getting verbally involved in it vis-à-vis the announcer who appeared to be inclined to solicit some response about speculations he presented. It would be possible to say that the commentator’s talk did combine interactional work with social positioning. The strategic moves on his part by means of so-desu-ne could be interpreted to enact and reinforce certain storyline he pursued along with its accompanying moral order (Langenhove and Harré, 1999) of live coverage and get him positioned accordingly: the commentator is always responsive when the interlocutor addresses him but does not offer any verbally explicit commentary on his part about what he considers just a matter of speculation until it gets confirmed sooner or later by the upcoming developments of the game.

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Nishida, Koichi (Yamaguchi Prefectural University)

Two types of proverbs and the floor holder’s self-expression

This study discusses two types of English proverbs and ‘anti-proverbs’ used as news article titles in light of the distance between the author and the people featured in the articles (Litovkina 2019). The first type represents what is normal or desirable (e.g. the early bird catches the worm), and the second represents what is deviant or undesirable (e.g. empty vessels make the loudest noise). I examined over 100 (anti-)proverbs in titles of the articles on various topics from politics and economics, to sports and entertainments. Despite the diversity of the article topics, it was consistently found that the first type represented virtue, mottoes, or achievements of the featured people, but the second type represented criticism, faults, or warnings about them. Notably, only in the articles with the first-type titles, the floor in discourse shifted from the author to the people in the articles (Edelsky 1981). While titles of the second type imply remoteness between the two parties, those of the first type imply their closeness, and provide the means by which the author and readers can identify with or simulate the featured people (Moltmann 2010). Two consequences arise. First, proverbial titles help readers infer the content of the articles from the distance the authors have with the featured people; the first-type titles imply that the two parties have group identities, but the second-type ones do not. Second, in public discourse, floor holders are expected to say what is normal, and can transfer their status to others who say or do normal things. This suggests that they preferentially take normal states as deictic centers, and their self in social cognition can be expressed, not directly in first person, but indirectly by employing conventionalized expressions of the norms close to the authors and readers to whom they appeal (Clark 1974, Culpeper 2011, Jaszczolt 2013, Terkourafi 2015).

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Odebunmi, Akin (University of Ibadan)

Indexes and pragmatic orientations of lexical inexactitudes in Nigerian hospital communication

Lexical inexactitudes which occur as deliberate or non-deliberate doctor and patient communicative choices in Nigerian hospitals demonstrate features of mesolectal and basilectal varieties of Nigerian English (NE). While the scholarship on medical discourse has accounted for the use of NE lexical inexactitudes by Nigerian doctors, scanty scholastic documentations have accounted for patient's inexactitudes; and no study recognising both respectively as mesolectal and basilectal forms with specific pragmatic dimensions has been conducted.

This study analyses 75 lexical inexactitudes used by selected medical practitioners and patients in Southwestern Nigerian hospitals for their indexical anchorages and pragmatic orientations. The findings show that mesolectal inexactitudes are mostly coinages seated compositionally in Standard English choices but pragmatically in a complex interplay of local setting, institutional and socio-cultural indexes. Basilectal inexactitudes are constructed as transliterations, NE idioms and idiosyncratic forms indexing patients' subjective knowledge of disease and socio-cultural circumstances. While the mesolectal versions are accessible to only practitioners and occasionally patients, through the evocation of a priori knowledge, the basilectal forms are interpretable by practitioners, patients and sometimes other unrati ed hearers through the evocation of a priori and emergent knowledge. Users and interpreters of both forms generally map utterances to care-related intentions in a way that separates sharers and non-sharers of the knowledge of the linguistic forms used and the indexed institutional and social epistemics.

It concludes that although the forms sometimes preclude emergent interpretation as a clue in the interchanges, yet they provide common locally-accessible English resources for groups of practitioners and visitors in Nigerian hospitals.

Ofori, Seth A. (University of Ghana, Legon)

Pragmatics of language localization: The case of English in Ghana

This paper examines the influence of pragmatic factors (i.e., politeness and impoliteness) on the development of localized English forms and structures in Ghana. The study is about how local Ghanaian norms on politeness and impoliteness impinge upon English usage among Ghanaians. The result is the localization of English forms and structures among Ghanaian speakers of English.

The study focuses on the localization of English address terms, terms of mitigation and farewell in English in Ghana. Politeness and impoliteness motivate the need for such localized forms and structures. The study indicates that while politeness and impoliteness are universal human traits, their application is socio-culturally-constructed. The study adopts Fraser's (1990) socio-cultural view of politeness and impoliteness that "each society has a particular set of social norms and rules that prescribe a certain behavior, a state of affairs, or a way of thinking in context."

While native speakers of English have their own set of native social norms which define polite or impolite verbal behavior, localized Ghanaian norms on appropriate behaviors are often different and override native English norms in the Ghanaian socio-cultural context. We thus have localized English forms and structures. In other words, localized shared linguistic and situational norms of polite and impolite behaviors motivate how Ghanaians use English forms and structures for such purposes.

Okebiorun, Foluso (Indiana University)

On the pragmatics of interjections in Yorùbá category: Pragmatic theory

This paper provides a descriptive and pragmatic analysis of interjections in Yorùbá by investigating their linguistic and pragmatic functions within the scope of relevance and implicature, as pragmatic theories. The theory of implicature was selected to account for implied meaning and inferences from these interjections, as well as categories of Yorùbá interjections that reflect particularized conversational implicature or generalized conversational implicature (Grice 1975). Relevance theory, on the other hand, accounts for the categories of Yorùbá interjections that function as either ostensive stimulus, input, or both (Wilson & Sperber, 2004).

Data was collected from the researcher who is a native speaker of the language as well as from four videos on Youtube. With insights from Ameka (2006) and Goddard (2013), I describe, translate, and model the two sets of data into different functional classifications and provide a pragmatic analysis within the aforementioned pragmatic constructs.

The result from the analysis shows that interjections in Yorùbá function by being largely context dependent. Besides, they take human kinesics such as facial expressions, gestures etc., in meaning explication. Within the framework of implicature, an expressive-emotive interjection such as *Yéè!* 'An interjection used to show pain' or an expressive-cognitive interjection such as *Hùn!* 'An interjection used to show deep thought,' as well as phatic interjections generally reflect particularized conversational implicature. However, conative interjection such as *Káì!* 'An exclamation used to get someone's attention' show a generalized conversational implicature. However, within relevance theory, expressive-emotive interjections, can have a dual function as an input and as an ostensive stimulus. Also, while conative interjections can function only as an ostensive stimulus, expressive-cognitive and phatic interjections can only function as an input.

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Oriola, Titilope (Adekunle Ajasin University)

English pragmatic markers in Boko Haram terrorism reports

This paper focuses on pragmatic markers from the Nigerian English (NE) variety used by Nigerian journalists in reporting Boko Haram news. It compares these with those used in reporting Boko Haram news by British journalists. The data comprise Boko Haram news reports sourced from *The Punch* and *The Nation* newspapers from Nigeria; and *Telegraph* and *Independent* newspapers from Britain.

A descriptive design was used to account for the qualitative and quantitative nature of the study. Variational pragmatics (Schneider & Barron 2008) serves as its framework. The results show the use of four pragmatic markers: evidential, reinforcement, presence and framing, differently constituted with linguistic forms from NE and British English (BrE). While the NE forms are characterised by such pragmatic strategies as shielding and indirectness, those of BrE are marked by directness references and unshielded exposition. The

stances of Nigerian reporters are relativist, particular and pungently condemnatory, but those of British reporters are universalist, general and diplomatic.

Otiso, Zipporah and Alfred Buregeya (University of Nairobi)
***Kindly* as a polite request marker and more in Kenyan English usage**

As a polite request marker (meaning ‘please’), the word *kindly* is labelled as “*old-fashioned*” and “*formal*” by the *Oxford Advanced Learner’s Dictionary* (2020, 10th edn.). This would probably explain why its use has a relatively low frequency in the two native varieties of English (British English and American English) that arguably have influenced Kenyan English (KenE) the most, as both the literature and corpus data suggest. However, in KenE *kindly* is used so frequently that neither *old-fashioned* nor *formal* applies. In fact, the appropriate adjective for its use in Kenya should be *fashionable*. This is because *kindly* is so pervasive in both formal and informal speech that it seems to mean everything and nothing at the same time, which motivated the present research. The aim of this presentation is therefore to show how *kindly* is not only the dominant polite request marker in KenE but also how it is overused to the point of having unclear meanings, if any at all. These are observations primarily based on primary data in the form of emails and messages (SMS and WhatsApp) sent to the author and to some of her colleagues by both students and colleagues. The same observations are corroborated by corpus data (see e.g. GloWbE) and secondary data from the literature on polite request markers both in native English varieties (see e.g. Biber et al. 1999) and in KenE (see e.g. Buregeya 2019).

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Pang, Yang and Lanping Li (Donghua University)
Deliberate metaphors in English and Lingua Franca interactions

Building on the insights from Intercultural Pragmatics and Deliberate Metaphor Theory (DMT), this research explores metaphorical expressions in English as a Lingua Franca (ELF) interactions. Research data was drawn from the Asian Corpus of English (ACE), and eight commonly used phrasal verbs – put up, get up, go down, come down, stay in, live in, come out and check out – have been chosen and examined, according to the deliberate metaphor identification procedures (DMIP). The findings show that ELF speakers extensively use deliberate metaphors, and these metaphorical expressions exhibit specific characteristics, such as linguistic creativity, deliberateness, and context-dependency in intercultural contexts. Through a detailed examination of the conversational turns from the corpora, it is found that repetition, clarification, paraphrasing, back-channeling, and confirmation are used for negotiating the metaphorical meanings of the orientational phrasal verbs. The current research reveals significant insights into how ELF speakers construct deliberate metaphors through communication strategies in specific situational contexts.

Peltier, Joy (University of South Carolina)
Powerful little words: A multimethod examination of pragmatic markers in Kwéyòl Donmnik, English, and French

In this project, I examined pragmatic markers in Kwéyòl Donmnik (an endangered, understudied Creole), English (the colonial language in contact with Kwéyòl for over two centuries), and French (Kwéyòl's lexifier). Below are the Kwéyòl markers I selected alongside their French and English counterparts:

Kwéyòl Donmnik Markers: *konsa* 'so', *ében* 'well', *papa/Bondyé* 'father/God', *la* 'there'

English Counterparts: *so*, *well*, *oh my God* (and other similar expressions), *here/there*

French Counterparts: (*ou*) *comme ça* '(or) like that', (*eh*) *ben* 'well', *bon Dieu* 'good God' (and other similar expressions), *-là* 'there'

In Study 1, I conducted a form-to-function Kwéyòl corpus analysis to determine the discourse-pragmatic functions and distributional features of the Kwéyòl markers, and I compared the results with the literature on their English and French counterparts. Results revealed both congruence (each Kwéyòl marker retained properties shared between its superstrate counterparts) and creativity (e.g., *ében* and *la* perform novel functions not documented in English or French).

In Study 2, I gathered Kwéyòl and English speakers' metalinguistic knowledge about the selected markers through interviews and surveys. Responses paralleled the Study 1 results, and there were commonalities between the groups' answers. A key difference, however, was the greater cultural and communicative value the Kwéyòl speakers attributed to their markers.

In Study 3, I gathered excerpts from an English corpus to construct a fill-in-the-blank task and determine whether the English group from Study 2 approached *so*, *well*, and *oh my God* as interchangeable, particularly when they perform similar functions. Results affirmed the markers' non-interchangeability and suggested that speakers more closely associate shared functions with one marker over alternatives.

In addition to expanding the limited body of work on Kwéyòl Donmnik, this project reinforces the linguistic and cultural meaningfulness of pragmatic markers, demonstrates the value of examining them through multiple methodological lenses, and illustrates the fruitfulness of incorporating high-contact languages into pragmatics research.

Perini-Loureiro, Giovana (Federal University of Minas Gerais) Insults and offenses in the chants of organized soccer supporters' groups in Southeastern Brazil, a pragmatic study

This study aims to analyze soccer chants used by "organized supporters' groups" as a way to insult their opponents. These groups sometimes portray a tendency for aggressive behaviour and are hugely popular in Brazil, creating and enhancing a feeling of group belonging among the supporters (Culpeper, Haugh, Zadar, 2017). Accordingly, six chants directed at other teams were manually collected and analyzed, from three different Brazilian states, representing some of the largest supporters' organizations in the country. As Culpeper (2011) proposed, bald on record insults are often constructed to associate the opponents with what would be considered low values. Hence, offensive language in the chants was frequently linked to physical and sexual violence, gender, sexual orientation, and class. It was found that lexical choice was the most prevalent insulting strategy, with a variety of uses, such as "hens", "*mulambo*", "assholes", among others; strategies such as those proposed by Culpeper (2011) and Cabral (2019). Finally, when crossing the insults with violence data from the country, it became clear that the strategies chosen to insult opponents in a soccer match also represent social gaps and prejudices present in Brazilian culture.

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Petersen, Dawson (University of South Carolina)
Ad Hoc Concepts and conceptual metaphors

Wilson and Carston's (henceforth W&C, 2007) relevance theoretic account of metaphor can explain how the meaning of a word shifts in metaphorical contexts using *ad hoc* concepts (*AHCs*); however, it generates the false prediction that there is always an accessible *AHC* which is superordinate to both the literal and metaphorical senses of the vehicle term. Following Tendahl and Gibbs (2008), I will present a hybrid theory which resolves this issue using conceptual metaphor theory (Lakoff and Johnson, 1980).

In 1) W&C require a superordinate *AHC* to bridge the gap between the literal and metaphorical senses of *butcher*.

1) My surgeon is a butcher (W&C, 2007)

The ellipsis ambiguity test (Zwicky & Sadock, 1975) in 2) shows this to be problematic.

(2a) Robert is a butcher, and my surgeon is too.

(2b) My surgeon is a butcher, and Robert is too.

While 2a) allows a reading in which Robert is a literal butcher and the surgeon is incompetent, 2b) does not allow the same reading. In 2b) *butcher* must be understood as referring to both the surgeon and Robert metaphorically. This demonstrates that in some contexts, superordinate readings of metaphorical terms are not available.

I present an account in which conceptual metaphors are assumptions in the mutual cognitive environment which bridge direct changes to encyclopedic assumptions about the meaning of the vehicle term; this account has the advantage of allowing a metaphorical *AHC* to be formed directly without the need for a superordinate *AHC*.

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Pinkston, Paige (University of South Carolina)
"Anything you want to be Critical Race Theory": Conflicting language ideologies in a public CRT debate

This presentation analyzes discourse from a series of South Carolina Education and Public Works Committee hearings that occurred from January-May 2022. The purpose of the hearings was to consider five bills that have been introduced in the State House. All five bills seek to restrict how race is taught and discussed in schools, and have been collectively referred to as anti-CRT bills. As similar bills have been introduced in a majority of U.S. states since 2021, many ensuing political debates have focused on disagreements over the meaning and usage of the term "critical race theory." This project examines acts of definition by both state representatives and their constituents as they testify in support of or opposition to

the bills. Opponents of the bills often rely on baptismal ideologies of language (Hill2008), citing CRT's origins in legal theory, while proponents contest these definitions in several ways, by offering "new" definitions or rejecting a referentialist reliance on an original definition altogether, instead drawing on a contextualist ideology wherein the meanings of words are not fixed (Chun2016). In examining the relationship between language ideologies and political strategies in public debates about anti-CRT bills, this project analyzes the role that everyday language ideologies play in a contentious contemporary political issue, as well as the ways those relying on different language ideologies negotiate conflicting understandings of the role of language as they encounter resistance to their own metalinguistic assumptions.

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Puterbaugh, Benjamin (University of South Florida)

Epistemic stancetaking in metapragmatic discussions of Latinx/Latine online

The proliferation of the gender inclusive terms "Latinx"/"Latine" has had polarizing effects on the Latinx community and has generated impassioned debates across social media platforms. Since important identity-related discussions are now occurring online, it is essential to understand how internet users are engaging in this type of digital discourse. Indeed, linguistic choices, online or otherwise, index one's stance, which can in turn be constitutive of social identity (Kiesling, 2022). Stancetaking refers to how people position themselves in conversation (Du Bois, 2007) and in the current study refers to users' attitudes toward gender inclusive identity labels. Especially relevant to this study is the notion of epistemic stancetaking, which—among other things—refers to how users present themselves as experts or authorities on a given topic (Morek, 2015).

The current study analyzes social media users' stancetaking in metapragmatic discussions centering on the panethnic gender inclusive terms "Latinx" and "Latine." Data included 70 comments and replies responding to two posts by the media companies *Remezcla* and *Netflix* on Facebook and Instagram, respectively. The study's findings indicate that in their metapragmatic comments, most users responded negatively to the terms, while taking up epistemic stances as authentic members of the target community. One of the primary discourse strategies identified for doing so was codeswitching between English and Spanish. Importantly, these users incorrectly equated Latinx identity with Spanish language use and relied on aggressive othering strategies to make their arguments. The study's findings demonstrate how social media users establish their authority in identity-related messages.

Reed, Ann (College of William & Mary, Emerita)

The and *a-* apples and oranges

This talk posits that the-phrases guarantee the sufficiency of the phrasal lexical content (GSI) for processing, and, in so doing, focus the listener's attention on that content per se. A the-phrase, represented as [the [lexical content]] and referred to as a good-enough description (GD), is subject to specific (definite) interpretations, but also a wide variety of nonspecific relational, weak, role-related, and iconic interpretations (Reed 2014). The analysis retools several concepts central to previous discussions of the, including the underspecification of referential status on the phrasal level, and the ostensive and procedural elements underlying the processing of the full phrase. These concepts support specific, nonspecific and/or predicative interpretations of a the-phrase as it is processed in context; and they also support a variety of conversational effects (Epstein 2000; et alia) stemming from the focus on the phrasal lexical content.

Assuming the GSI approach, and that a-phrases encode a grammaticalized cardinality, the- and a-phrases are not inherently complementary (definite/indefinite) and often overlap in distribution. Their overlap triggers a variety of differences, some mild, as in be in the/a hospital (Carlson et al. 2013). But some differences are salient, as in the locative phrases below, the nonspecific the-phrase in (1a) requiring locative information (situating the reported car stop for the daughter's view); but not the a-phrase in (1b)

- (1) a. The daughter said she had seen the car stop in front of the house #(down the street).
- b. ...the car stopped at a house (down the street) and the driver ran from the car.

In other cases, the choice of the vs. a triggers a conversationally-relevant effect (electability) in the the-phrase in (2a), but not in (2b).

- (2) a. Great candidate; he's got the chutzpah and the ready smile.
- b. He's got a ready smile but beneath it there is steel.

Assuming GSI, both effects stem from the guaranteed sufficiency and heightened relevance of the phrasal lexical content.

URL for talk <https://miscinfo.net/amreed/good-enough'the'.txt>

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Richards, Paul (Miyazaki International College)

We need to talk about (in)directness: A major coding problem in L2 pragmatics

Research in second language (L2) pragmatics has frequently appealed to changes in the use of (in)directness to characterize the development of pragmatic competence. Haugh (2014), however, argues that (in)directness is not a sufficiently defined construct for systematic study and warns that its use could lead to miscommunication of research findings. In this talk, I examine the use of (in)directness in instructed studies of requests and refusals, the speech acts most frequently targeted in instructed pragmatics research (Taguchi et al., 2015), and illustrate that Haugh's warning was appropriate. Specifically, this investigation revealed that instructed pragmatics studies suffer from 1) a lack of discussion on how researchers define (in)directness, 2) inconsistent application and attribution of established coding frameworks related to (in)directness (e.g., Blum-Kulka et al., 1989; Trosborg, 1995; Schauer, 2008), 3) claims that instruction was effective based solely on aggregate changes at the level of (in)directness (i.e., "black-box reporting"), and 4) theory dependent descriptions of developmental patterns (i.e., claims that learners show a trend toward producing more or less (in)direct language over time, without discussing how the specific operationalization of (in)directness influenced this analysis). Taken together, these findings illustrate that (in)directness often obscures discussion of pragmatic development rather than enriches it. Greater care is therefore needed in interpreting findings from studies that rely on (in)directness to assess learner development because different operationalizations of (in)directness will influence whether we determine instruction to be effective.

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Saka, Paul (University of Texas, Rio Grande)

Semantics vs pragmatics and the counting paradigm: The meaning of ‘child’

Does the denotation of ‘child’ extend to fetuses? The question is relevant to influential abortion debates.¹ Here we sketch possible answers to the purely linguistic question and present data from a new experimental paradigm.

Certainly fetuses are sometimes referred to as children:

(1) Harmanci is currently pregnant with her second child.²

According to semantic views, (1) refers to a fetus due to literal word meaning. According to pragmatic views, utterances of (1) refer to a fetus via speaker reference. Fetuses may be called children without being children, rather as batter in an oven may be called a cake.³

To test the rival views, we ran a pre-registered study wherein subjects (N=702) counted the number of children in various given scenarios. 99% never counted fetuses among the totals; 1% counted fetuses, but only in some of the scenarios. The results support a pragmatic view.

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Sato, Masaya and Yudai Inoue (Kyoto University)

Fictionalization: Individual utterances or the whole work?

This presentation aims to clarify that three major views on fiction-making share an issue and suggest how theories with these views should be modified. The three views say that fiction-making is an Austinian illocution (performed by using a certain linguistic device), a Gricean illocution (performed by possessing a Gricean intention) and a pretense (to perform an illocution), respectively. Predelli (2019) points out that relationships between different kinds of illocutions in serious conversations are preserved also in a work of fiction. For example, like assertions and questions in serious conversations, fictional (or pretended) assertions on a proposition and fictional questions about it in a work of fiction are not compossible. In this presentation, it will be clarified that theories with the three views do not guarantee that contents fictionalized by different utterances (each of which counts as an Austinian illocution, Gricean illocution, or pretense) constitute one and the same story, allowing us to regard different utterances as related to different stories, and thus, they falsely expect any co-occurrence of different fictional (or pretended) illocutions to be possible. Therefore, theories need a modification to adopt the idea that authors fictionalize the whole work, or that fictionalization occurs independently of each utterance in a work of fiction. This presentation concludes that, unlike theories with Austinian illocution view, theories with Gricean illocution view and

pretense view can survive because an intention or a pretense that triggers fictionalization does not have to be associated with an utterance.

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Schmitt, Christian J. (The Open University, UK)

Leadership construction in CMC decision-making: Meeting arrangements in a start-up team

This paper explores leadership construction in interaction among the German members of a start-up team, a constellation of distributed leadership (Vine et al., 2008), where a total corpus of over 36 hours of interaction (Skype and face-to-face exchanges), 200 emails and 1000 WhatsApp messages was collected over a period of five months. This presentation focuses on meeting arrangements via email and WhatsApp to examine how leadership is constructed within these activities.

The study views “leader” as an identity that is co-constructed in and through interaction (e.g. Clifton, 2017; Schnurr and Zayts, 2012; Svennevig, 2011). The analysis draws on identity construction theory (Bucholtz and Hall, 2005) to approach identity as indexed in interaction through claims of epistemic and/or deontic authority. It further incorporates notions from communication affordance (e.g. Evans et al., 2017) to identify and explain potential differences between across channels.

The analysis identified two canonical parts of meeting arrangement decisions—the establishment of the meeting need and the meeting time. The former offers greater potential for individual leadership construction, whereas the latter is generally co-constructed among participants. The first proposal producer is thus typically at an advantage for leader identity construction, as he can claim deontic authority by treating the need for a meeting as decided. The findings further showcase differences across channels, but also according to participants involved.

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van Schuppen, Linde, Kobie van Krieken, Simon Claassen, and José Sanders (Radboud University, Nijmegen)

Perspective-taking in the oral narratives of people with a schizophrenia diagnosis: a cognitive linguistic viewpoint analysis

Disruptions in theory of mind faculties and the ability to relate to an intersubjective reality are broadly hypothesized to be a core problem in schizophrenia (Brüne, 2005). This paper applies a cognitive linguistic framework to analyze spontaneous perspective-taking in two corpora of stories told by people with this diagnosis. We elicited natural narrative language use through life story interviews and a guided storytelling task in which people retold an audiovisual narrative called the ‘pear film’ (Chafe, 1980). This allowed for the quantification of i) spatiotemporal domains, ii) viewpoint embedding through the use of direct discourse and iii) implicit viewpoint markers, iv) the origins of the viewpoints and v) linguistic marking of domain transitions. We found that our participants skillfully presented, navigated and embedded different narrative perspectives, making use of a variety of linguistic viewpoint devices. They presented complex viewpoints of other people in both the here-and-now of the interaction and the there-and-then of a narrative and made use of transition markers to navigate between domains. We found no difference in these viewpoint variables when comparing their guided stories to a control group. If perspective-taking issues are indeed an essential part of ‘schizophrenia’, like current theories seem to suggest, we need to explain how it is possible that this group can take on and navigate different complex linguistic viewpoints in natural narrative interaction.

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Scucchi, Shana (University of South Carolina)

L2 Metaphor processing: The relational shift

Metaphoric Competence (MC), as defined by Littlemore & Low (2006b), is the awareness of, and ability to comprehend and produce, figurative language in culturally acceptable ways. In English, 17.5% of words used in academic discourse, 15.3% in new texts, 10.8% in fiction, and 6.8% in spoken conversation is metaphorical (Steen et. al 2010). Examining first-language (L1) acquisition of metaphor, Gentner (1988) theorized that as L1 knowledge develops, learners ‘shift’ from less to more complex processing of figurative language, a phenomenon referred to as relational shift. The use of complex metaphor, thus, reflects more advanced use of language, and researchers posit that MC minimizes miscommunication in both L1 and second-language (L2) contexts (Timpe-Laughlin 2013, Kim 2013). Yet, scholarship exploring a theory-driven measurement of L2 MC remains sparse (O’Reilly & Marsden, 2021); we do not know whether L2 learners employ any strategies to process and comprehend metaphor, what those strategies might be, or if they develop with proficiency. The present study addresses these lacunae by establishing a cognitive framework for measuring and tracking the interlanguage development of metaphor processing and comprehension in L2 contexts and examines processing strategies across proficiency levels. L2 English speakers (N=19) of varying proficiency levels enrolled in a large public university completed a Metaphor Processing and Metaphor Preference Task. Results indicate that an L2 learner’s processing of metaphor using either physical (attributive) or functional (relative) similarities between two different entities affects how it is comprehended. Analyzed together, participants revealed a preference for an attributive processing strategy when presented with three different types of nominal metaphor (attributive, relative, and double). When analyzed according to proficiency level, a new pattern emerged: with increased proficiency came a shift to more frequently employing a relative processing strategy, one that is more complex due to the opacity of relating two entities that do not share attributive features, thus establishing a novel construct I refer to as L2 relational shift. Results are discussed in terms of a systematic interlanguage development of metaphor processing, and its implications on our understanding of the L2 acquisition of figurative language.

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Sherman, Brett (University of South Carolina) Informativity, attention, and epistemic possibility

The informativity problem

Is it ever informative to assert that something is an epistemic possibility? The problem arises for theories according to which (i) questions are modeled as partitions on the space of possibilities, where each cell of the partition corresponds to a complete answer to the question; and (ii) epistemic possibility claims of the form ‘*Might p*’ are true just in case *p* is a complete answer to a question under discussion. The problem is that, if questions are modeled as sets of alternative answers, then anybody who merely understands a given question should thereby know of each possible answer that it *is* a possible answer. If that is correct, it should never be informative to assert something of the form ‘*Might p*’. However, we often assert seemingly informative claims of this form.

Ciardelli, et.al. (2009) have responded to the problem by arguing that epistemic possibility statements aim to *call attention* to the fact that something is an epistemic possibility, rather than to inform interlocutors that it is so. I call this the *Attention Theory* of epistemic possibility. It is a pragmatic theory that functions as a kind of adjunct to the semantics. It concerns the kind of speech act that is performed by uttering a sentence with the presumed semantics. My goal in this paper is to raise a problem for the Attention Theory. Using corpus data, I argue that questions about whether something is a possibility cannot be handled by the Attention Theory.

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Situ, Zhengjie (The University of Edinburgh) Existential generics and information structure

Bare Plural generics are used to convey exception-tolerant generalizations over a kind or relevant members thereof (Carlson & Pelletier 1995). BPs subjects display quantificational variability: Carlson 1977 observed a correspondence between the generic reading and individual-level predicates on the one hand (see(1a)), and between the existential reading and stage-level predicates on the other (see(1b)).

- (1) a. Firemen are altruistic.
- b. Firemen are downstairs.

However, the conditions in which BPs receive an existential interpretation are not clear-cut and sensitive to pragmatic factors (von Stechow 1997, Cohen 2004, Sterken, 2015). See (2a), which should be assertable when existentially interpreted but still comes out as infelicitous. The existential reading is more salient with emphatic affirmation in (2b) and a focus-sensitive particle only in (2c)

- (2) #a. PhD holders get tenured.
- b. PhD holders [do]F get tenured.
- c. Only PhD holders get tenured.

The contrast between (2a) and (2c) also goes against the consensus about the semantics of only that it does not alter the semantic interpretation of its propositional preadjacent (Rooth 1992).

Following the spirit of Cohen & Erteschik-Shir 2002, I argue that by incorporating certain notions from information structure (topic/background: Büring 2016; contrast: Vallduví 2016) and discourse pragmatics

(accommodation: Lewis 1979, Beaver and Clark 2008), the semantics of BP generics can be reduced to a simple existential component. I take two observations to motivate my account: 1. association with focus and 2. context sensitivity to the current Question Under Discussion (QUD) (Roberts 2012).

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Smolka, Jennifer (University of Fribourg, Switzerland)

Inferences in (International) Law- a relevance-theoretic (RT) versus a neo-Gricean account

I present a snapshot of my Ph.D. project on the interpretation of legal discourse, focusing on constraints presented by legal “rules of interpretation” and on the example of international law (IL).

I examine whether pragmatic inferences in IL which are drawn taking into account the above-mentioned rules of interpretation—which may arguably differ from ordinary language interpretation by laypersons—can be accounted for in RT and a selected neo-Gricean approach.

I use disjunction as a diagnostic item to evaluate the predictions by RT and a selected neo-Gricean theory. I look at legal provisions containing “or”, i.e. the interpretation of “or” by relevant courts in judgments.

To provide an example from the 2019 ICJ case *Ukraine v. Russian Federation* (judgment on preliminary objections): the judges had to decide whether the meaning of “or” in Article 22 CERD in the phrase “[a]ny dispute [...] not settled by negotiation or by the procedures expressly provided for in [CERD]” is to be interpreted as cumulative (i.e. inclusive) or alternative (i.e. exclusive).

RT would predict that pragmatic enrichment of the semantic meaning of “or” is context-sensitive; Horn’s neo-Gricean approach would predict a default inference, which is, however, defeasible and will not hold in all contexts.

Sowińska, Agnieszka, Monika Boruta-Żywiczyńska and Marta Sibierska, (Nicolaus Copernicus University)

Metaphors in the communication of medically unexplained symptoms

The objective of the paper is to explore the potential role of metaphors used to talk about medically unexplained and invisible symptoms. Medically unexplained symptoms (MUS) are defined as conditions where “symptoms persist but, either by their character or the negative results of clinical investigation,

cannot be attributed to disease” (Rosendal, olde Hartman, Aamland, van der Horst, Lucassen, Rudtz-Lilly, & Burton, 2017). Patients with MUS were found to have difficulty in verbalizing and structuring their illness experience (e.g. Elderkin-Thompson, Cohen Silver, & Waitzkin, 1998), as they usually present multiple symptoms, many of which are hard to describe and grasp. Metaphors have been shown to be a helpful resource for talking and thinking about complex, sensitive and subjective illness experience (e.g. Semino 2008, 2018). In this study, metaphors were identified and analysed in two sets of data, coming from two distinct projects: 20 interviews with Polish patients and 8 interviews with Chilean patients. The linguistic analysis was based on the well-established Metaphor Identification Procedure proposed by Pragglejaz Group (2007), and involved identifying explicit comparisons (similes) and implicit statements of comparison conveyed by words used differently from their most “basic” meaning. The paper highlights the relevance of metaphors in the communication of patient experience of medically unexplained and invisible symptoms, focusing on novel metaphors, and reveals implications for perceptions of agency and control between the patient and the illness.

Staszkievicz, Bruno (Purdue University), Valentina Concu (Universidad del Norte), and Lori Czerwionka (Purdue University)

The effect of extralinguistic variables on verb selection in Italian requests

This study investigates Italian speakers’ verb forms in requests in response to the weighed variables of power, distance, and imposition. The study takes a frame-based approach to politeness (Terkourafi, 2015) and relies on Chodorowska-Pilch’s (1998) politeness continuum for verb forms. Terkourafi (2015) claims that speakers understand politeness through generalized conversational implicatures that rely on frames, which include linguistic expressions and a minimal context (e.g., age, sex, setting, etc). While research on politeness has investigated the variables of power, distance, and imposition following Brown and Levinson’s work (1987), how these variables jointly impact linguistic expressions has not been analyzed systemically. This project provides a quantitative analysis of the complex interaction among extralinguistic variables that have been shown to be important for politeness.

An online discourse completion task (Figure 1) was employed to collect 432 requests produced by 28 Italian speakers in 16 balanced situations. A conditional inference tree was constructed to analyze the significance and weight of the predictor variables of power, distance, and imposition on the use of verb forms in Italian. Results show that the three variables were significant predictors of verb form (Figure 2), with power as the main predictor, followed by distance. Imposition was relevant in certain contexts. Findings suggest that Italian speakers’ frames of politeness are more influenced by the relationship between speakers (power and distance) than by imposition. The discussion addresses variation in politeness that emerges from different conceptual notions of frames.

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Stroinska, Magda (McMaster University) and Grażyna Drzazga (University of Groningen) Grammatical gender shifts in hate speech

The detection of online hate speech is problematic as strategic rudeness (Kasper 1990) doesn't always rely on lexical choices. In Polish, with its extensive inflection, grammatical gender may also be used to emphasize negative emotions.

Polish distinguishes between masculine, feminine, and neuter gender for animate and inanimate categories. With an array of suffixes, nouns can move between categories with shifts in the emotional valence (cf. Frijda 1986; Kuperman et al. 2014). E.g., *baba* (feminine—colloquial for woman), may become *babsko* (neuter) or *babsztyl* (masculine) with progressively negative connotations. Crossing grammatical gender and sex lines produces particularly negative emotional arousal. E.g., *szmata* (feminine '[dirty]rag', derogatory) is mostly used about women. In *On to szmata*, 'he is a rag' it produces a very strong effect.

A particularly problematic application of grammatical gender is its usage to refer to sexual minorities. The choice of the neuter pronoun *ono* ('it') instead of *ona* ('she') or *on* ('he') or neuter gender marking on verbs or adjectives, used to refer to transgendered or non-binary persons, may produce negative feelings (Motschenbacher, 2014), despite the impression that in a language with three genders, neuter offers an obvious way out of the binary gender distinction. While none of these mechanisms are new, their omnipresence in the National Corpus of Polish and in internet comments should give this weaponizing of grammatical gender some renewed attention (Waldron, 2014): untraceable by automatic hate speech detectors, it triggers immediate and sometimes unconscious negative associations

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Sutanovac, Vladan (University of Vienna and Vienna Cognitive Science Hub/MEi:CogSci) How to play the game of persuasion across linguistic cultures: case of apologetic interaction and NSM-DAT

The following paper reports the results of an intercultural inquiry into the constitutive moments of the cognitive-pragmatic space of persuasion. The construction of persuasion has been observed through apologetic speech act interaction across two distal linguistic cultures¹ (LCs)-Austrian German and Serbian. Interaction was elicited via DCT² across three sets of situations³ and 103 participants, resulting in 827 instances of persuasive apologetic interaction. Introduced as *tertium comparationis* is a novel, Ethno-Cognitive pragmatics⁴ and (anthropological) philosophy of language/mind⁵ inspired, explicative framework—Natural Semantic Metalanguage-Dialogic Architectonic Triad (NSM-DAT)⁶.

NSM-DAT represents a productive alternative 'window' into the LC's interactional architectonics (self-other relations), i.e. motivating "culturo-cognitive practices"⁷, conceived as generalisations from individual mental representations⁸. It achieves explicative productivity through a constellation of a) concept's underlying DAT-frame (mental matrix constituted by co-occurring voices-in-tension (I-other-Higher Other) manifested as cognitive processes of evaluation, assumption(anticipation), expectation), and b) corresponding NSM-script (matrix's semantic realisation, i.e. explication of LC's master interactional-practice as conceptualised by language users). In the context of the daily life of a concept ('persuasion'),

NSM-DAT explication represents the lexically expressed proto-typical cognitive scenario, serving as a standard reference point that links the concept of persuasion with prototypical thoughts associated with it and its quotidian language use. Furthermore, NSM-DAT provides the means to identify the locus of persuasive interaction in a LC through one of its key acts ('apologetic speech act') and articulate the specific matrices underlying felicitous and infelicitous persuasive interaction.

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Takekoya, Miyuki (Toyo University)

Story telling practices in political discourse: Analysis of the 2008 US presidential campaign speeches

The present study explores story telling practices in political discourse, In particular, the manuscripts and video clips of the speeches delivered by Hilary Clinton in 2008, when she was a presidential candidate of the Democratic party, and Sara Palin, while a candidate for the vice president of the Republican party, were analyzed based with focus on the structure and the contents of the messages. A total of five cases of story-telling practices were found from the two speakers, and these five cases were categorized into three groups: one personal story, two historical stories used in the speeches, and two stories from a third party. These stories were analyzed using the analytical framework in McCarthy (1991). The analysis revealed that the personal story was narrated in chronological order, and the details of the event were provided. Historical stories provided the names of the famous historical figures and some keywords related to the historical events, but the details of the historical event were not provided in the speeches. Rather, the evaluation comments were provided by the speaker in order to explain how the historical stories were related to the main points of the speeches. In narrating the stories of the third part, main information of the plot was used to explain the lesson from the story, but the details were not given. This study further examines the characteristics of story-telling practices in the political discourse of presidential speeches.

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Tao, Shilong (Hunan University)

Mapping in metaphor: A cognitive study in the “wall” in Chinese and English

Metaphor, a pervasive feature of language, refers to an imaginative way of describing something by referring to something else. This paper, based on the mapping theory of metaphor, runs a comparative study on the “wall” metaphor in Chinese and English from the perspective of cognitive linguistics. It has firstly analyzed the metaphorical meanings of “wall” in Chinese and English, and then explored their similarities and differences so as to seek for underlying reasons. The collected data are from authoritative corpus and dictionaries, like CCL, COCA, BNC, etc. By grouping “wall” metaphor into human domain (including 6 sub-domains: people’s type, talent, personality, behavior, body, emotion) and object domain (including 2 sub-domains: concrete and abstract), the investigation shows there are main 18 different metaphorical meanings in Chinese, while 15 in English. In human domain, Chinese “wall” metaphor enjoys solely as people’s talent, while English “wall” metaphor stands solely as people’s emotion. In object domain, there are 6 sole target domains in Chinese (construction, screen, strength, support, family and other things) and 2 in English (failure, death). As for its reasons, similar cognitive pattern, bodily experience and life function probably cause the similarities, and different historical background, culture tradition, natural environment, thought mode, as well as religious belief lead to the differences. Taking “wall” as the research object, this paper hopes to broaden the scope of metaphor research and improve the understanding of the relationship between language and culture.

Tong, Ying and Chaoqun Xie (Nanjing Xiaozhuang University)

Crafting normalcy in time of covid-19 lockdown

Crafting normalcy is a communication-based activity whereby the mundane and the regularities in life that had previously gone unnoticed emerge as a system of meanings (Buzzanell 2010). This communicative process contributes to the development of human resilience when disasters strike. In this study we focus on the way people story-tell the new normalcy into being during the covid-19 lockdown, probing into the drive behind a public sharing of personal experiences and its social benefits in the post-covid era. Using the transcript of two cultural talk shows (around 12 thousand words) recorded in Mandarin that both set lockdown-life in temporary treatment centers as the agenda, we approach the issues through the perspective of stance-taking, exploring how the interpretive matrix of evaluation, positioning and alignment propels the storytelling and in what fashion the presupposed sociocultural values factor into the construction of (new) normalcy. In line with the previous study arguing for alignment being continuously variable (Du Bois 2007) and a strategic ambiguity (Du Bois and Kärkkäinen 2012), this paper makes empirical contribution to the analytic reach of the dialogic stance as a triune act (Du Bois 2007) and the persuasiveness of messages in terms of stance leading and stance following, revealing how the illocutionary forces form attitudes and induce actions in recipients.

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Unuabonah, Foluke O. and Florence O. Daniel (Redeemer's University)
“But anyway he scored a goal”: *Anyway* in Nigerian and Ghanaian Englishes

Anyway is a multifunctional pragmatic marker that performs additive, dismissive, resumptive and other discourse management functions in English (see Ferrara 1997; Fraser, 2009). It is a PM that has been well studied in different varieties of English, such as South African English (Huddleston & Fairhurst, 2013), British English (Ranger, 2018), and Irish English (Aijmer, 2022). These studies show that there are variations in the use of *anyway* in the different varieties of English in terms of its frequency, position, collocational patterns, and pragmatic functions. However, studies on *anyway* in West African English varieties are almost non-existent, and pragmatic markers in these African varieties are likely to exhibit pragmatic variation due to the influence of local languages and cultures. Moreover, there is less information on the use of *anyway* in different registers in different world Englishes. It is the aim of this study to extend the research on *anyway* by examining pragmatic variation in the use of *anyway* between Nigerian English and Ghanaian English, and between these two West African English varieties and other world Englishes, in terms of its frequency, position, collocational patterns, pragmatic functions, and occurrence in different text types. The data for the study, which are extracted from the Nigerian and Ghanaian components of the International Corpus of English, are examined from a variational pragmatic framework (Schneider & Barron, 2008). Preliminary findings indicate that overall, there is no significant difference in the frequency of *anyway* between Nigerian English and Ghanaian English; however, there are significant differences in the frequency of *anyway* across different registers between the two varieties. Moreover, while *anyway* occurs most frequently in clause-initial position in Ghanaian English, the frequency of *anyway* in clause-initial and clause-final positions is almost equal in Nigerian English. The study, thus, contributes to the research on *anyway* as a pragmatic marker as well as pragmatic variation in Nigerian English and Ghanaian English.

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Wang, Jun (University of Wisconsin-Madison)
Pragmatic Functions and Perceptions of Chinese Rhetorical Questions

In the literature, rhetorical questions (RQs) associate with impoliteness, such as challenging the interlocutor in English and Gonja (native language of Ghana) (Goody, 1978; Illie, 1994, 1999, 2004), an indirect face-threatening acts (FTA) for excuses and criticisms in English and Tzeltal (a Mayan language) (Brown and Levinson, 1978), showing speakers’ unpleasant or unsatisfactory mood (Shao, 1996; Zhao, 2000), or using in disputes, complaint or blaming (e.g. Lan, 2002; Yu, 2004, 2007, 2018; Zhu, 2004; Liu, 2014). However, my data (1000-minute TV drama and 26-hour mundane dialogues) shows that 1) in Chinese the most frequent RQ form is “不是 *bú shì*...吗 *ma*”; 2) the main function of “不是 *bú shì*...吗 *ma*” is to bring up old information or to remind the hearer facts the speaker thinks they both know. It is a pre-phrase and served

as reason/background information for later explanations. I argue against the previous literature that this type of RQs does not cause FTA, nor shows speakers' unpleasant mood or being used in disputes or complaints. The interview data with twenty Chinese native speakers also confirmed that Chinese RQs are not necessarily as impolite as the past literature stated.

My study reconfirms the importance of contexts in interactions--although RQs in the forms (questioning) can be challenging or criticizing the interlocutors which causes FTA, the pragmatic use of RQs in the dynamic interactions can be varied according to the specific contexts (e.g. intonation, speaker's intention, etc.)

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Wang, Xiaoyun (University of Alberta)

Changes in the functions of teachers' syntactically incomplete utterances [X *shi* 'be'] and students' orientation in Chinese-as-a-Second-Language classrooms

This paper examines how teachers' use of the syntactically incomplete construction [X *shi* 'be'...] and students' orientation changes along with the development of students' language proficiency. Previous studies have discussed the use of syntactically incomplete utterances in educational settings (Koshik, 2002; Margutti, 2010) as well as teachers' changes of, and students' development of, language uses over time (Deppermann, 2018; Pekarek Doehler, 2018). However, how the functions of teachers' syntactically incomplete utterances relate to the students' level has not been discussed.

This study analyzes 18.5 hours of university level Chinese-as-a-Second-Language classrooms data. The methodologies used are conversation analysis, interactional linguistics, and multimodal analysis. An examination shows that the functions and the number of occurrences of teachers' [X *shi* 'be'...] change over time. Specifically, teachers only use [X *shi* 'be'...] to request students to translate a word in beginner classes, while they largely use [*zhe* 'this'+*shi* 'be' + display of character] in intermediate classes to request students' display of orthographic-phonological knowledge. In advanced classes, [X *shi* 'be'...] is used to request students' display of lexical knowledge of a word. This study also shows that along with the development of language proficiency, students treat the opportunity of completing a teacher's utterance differently. For example, in advanced classes, students provide a longer stretch of talk and numbers of different types of lexical knowledge displays such as word explanations, paraphrases, and synonyms. This study explores how these changes of use and orientation reflect pedagogical goals and teachers' adaptation to students' language level.

Wanniarachchi, Sachin and Sahan Wanniarachchi (Bhiksu University of Sri Lanka)

ESL classroom as an interdisciplinary space: Raising awareness on the linguistic rights of the marginalized through political cartoons

Despite the establishment of the trilingual policy, which is supposed to cater to the two official languages Sinhalese and Tamil and the link language, English, equally, the marginalized and their identities in post

war Sri Lanka are constantly at stake owing to the existing ethnocentric state. This study focuses on the criticality of educating the Sinhala Buddhist monks of an ethnocentric university in Sri Lanka about the violations of the language rights of the marginalized for being outside the Sinhala Buddhist frontiers. Taking into consideration the limited opportunities the research participants had in order to understand the identities of the marginalized Tamils and Muslims, due to the ethnocentric ESL syllabus of the secondary monastic education, the research was conducted prioritizing the blatant linguistic violations perceptible throughout the country. Political cartoons extracted from national newspapers, social media and magazines were used in the study to educate twenty-five Buddhist monks/undergraduates of the violations perpetuated against the marginalized Tamils in post war Sri Lanka. While assuring a better consolidated Sinhala Buddhist ethnocracy in future with the utilization of the detrimental examples towards the alterity, the ESL textbooks of monastic education rather encourage the ESL learner to despise the other than learn the target language. In the study, political cartoons were replaced as a substitute for the prejudicial examples with the intention of educating the research participants of the recent linguistic violations of the marginalized such as the prohibition of singing the national anthem in Tamil, Buddhization, Sinhalaization and the militarization of the North and the East where the Tamils and the Muslims are the dominant ethnicity and instilling critical thinking skills that undergraduates require to obtain the inferential meaning of the cartoons provided. Semi structured interviews and questionnaires focusing on the aforementioned issues were provided in the study to obtain information from the research participants. Premised upon the theoretical underpinnings of Neil DeVotta, Suresh Canagarajah, Paulo Freire and Althusser, the study critically elucidates the depravity of the linguistic rights of the marginalized is symptomatic of the reinforcement of the dominant ideology. It was understood that the gravity of the absence of intercultural education in primary and secondary education has not yet been identified by the ESL Practitioners attached to monastic schools. The necessity to implement intercultural education in tertiary level while abandoning the racist, extremist and elitist example is understood imperative in the study.

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Wei, Minwen and Yongping Ran (Guangdong University of Foreign Studies) “I’m a famous doctor”: An interpersonal pragmatic investigation of self-promotion in Chinese online medical consultation

Doctors’ self-promotion is a special practice in Chinese online medical consultation, because it is rarely seen in offline ones. Although previous research has investigated promotional discourse indifferent contexts, there is only a few studies on self-promotion in online medical consultation, especially from an interpersonal pragmatic perspective. This study probes into how doctors promote themselves in online medical consultation, so as to build a good working relationship with counselees and stimulate them to leave positive comments on the evaluation site. In the long term, doctors’ self-promotion serves to attract counselees to consult them again if in need. It is found that doctors mainly use two strategies to do self-promotion, namely emphasis on their own identity face and showing care for counselees’ association right. Besides, doctors’ self-promotion practices indicate that online medical consultation is characterized as both commercial and medical discourse.

Weissman, Benjamin (Rensselaer Polytechnic Institute)
Commitment and lying across modalities

Reins & Wiegmann (2021) propose that an utterance will only count as a lie if the speaker is committed to the false contents; if a speaker weakly implies these contents without committing to them, this utterance will not be considered a lie.

Joining the theoretical proposal that it should be possible to lie via pictures (Viebahn2019), the present research investigates whether emoji, a set of conventionalized pictures with a range of linguistic uses, can constitute speaker commitment and lies. Participants saw screenshots of text messages featuring question-answer pairs (Figure 1) where the answer was either words or an emoji.

Exp1(N=100) targeted commitment ratings directly. Emoji depicting non-expressive content, (e.g., foods, objects) were found to constitute significantly higher commitment than those representing expressive content (e.g., faces, gestures).

Exp2(N=195) added contexts and probed lie ratings. There was no significant difference in lie ratings between non-expressive emoji and the corresponding word messages. Expressive emoji, however, were rated significantly lower (less of a lie) than corresponding words, likely due to having less strongly-agreed-upon meanings in the first place.

Commitment (and thus lie attributions) are significantly correlated with the strength and consistency of the emoji's context-independent meaning in the first place, in line with claims about varying commitment levels of inferences (e.g., Moeschler 2013; Mazzarella et al. 2018). It is possible to commit oneself to content and thus lie with an emoji, but this does not happen equally for every emoji. These results will be discussed with respect to lying and multimodal meaning.

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Ye, Shuyang (University of Wisconsin, Madison)

Complaints in TV Drama: A contrastive analysis of Mandarin Chinese and American English

As a way of negative attitudinal expression and a potentially face-threatening act, complaining is still understudied for social interactions and intercultural communication across different languages. Previous cross-cultural pragmatics research has focused more on hearer-oriented complaints but much less on other-oriented or situation-oriented complaints (Boxer, 1993 & 1996). This study aims to contribute to the literature by exploring the *pragmalinguistic* realizations (normative patterns) of both hearer-oriented and non-hearer-oriented complaints in the two comparable TV drama datasets—*Ode to Joy* (Mandarin Chinese) and *Sex and the City* (American English). Using both *quantitative* (corpus-based frequency check) and *qualitative* (discourse analysis) approaches (House and Kádár, 2021), the study finds that the Chinese speakers tend to employ more direct strategies (e.g., questioning, blaming) for both hearer-oriented and non-hearer-oriented complaints, whereas the English speakers tend to employ more indirect strategies (e.g.,

hints, annoyance) for hearer-oriented complaints, and more direct strategies for non-hearer-oriented complaints. Also, Chinese tends to use more external linguistic build-ups (e.g., justification) to attend to the hearer's face. The *sociopragmatic* dimension (e.g., social hierarchy, cultural conventions) is also applied throughout analysis to provide sociocultural/contextual explanation for the preferences of language choice/use for each linguacultural community. This paper sheds new light on the discursive practice of complaining in *TV series discourse* (Bednarek, 2011 & 2018) and those speech-behavior patterns within/across Mandarin Chinese and American English (as in the East-West divide), which may further help us enhance social solidarity and avoid intercultural misunderstandings.

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Yun, Jihye (University of Wisconsin, Madison)

Turn-initial elements in English, Chinese and Korean: Are Korean “No (아니)”, “But(근데)” distinct?

Korean discourse markers (DMs) “A-ni (No)” and “Keun-dae (but)” have become a hot issue on social media. Even though they have negative meanings, Korean people often use them as turn initiator. In English and Chinese, the top-rated turn-initiators are non-negative (Tao 2003, Choi 2021, Lee 2022). For example, English speakers frequently say “Yeah”, “Mm” for turn-taking but Chinese speakers normally use “Dui (right)”, “En (yeah)”. These markers deliver positive or neutral messages, in contrast to the Korean turn-initiators. In this regard, this study investigates whether the two Korean turn-initiators are distinct from English and Chinese ones. For this study, I analyzed a corpus of spoken Korean provided by National Institute of Korean Language. Above all, I compared top ten frequency forms and their occurrences of Korean DM with corresponding ones of English and Chinese DM. Furthermore, I examined ratio of forms used as turn initiators to overall frequency. On basis of data analysis, contrary to Korean's presumption, the frequency of “Ani” and “Keundae” as turn-initiator is not appreciably higher than the one of English and Chinese. Considering that the supposition came out on mass media, it might be true that Korean young generation such as teenager often use “Ani” and “Keundae” as turn-initiator. As a matter of fact, many Koreans agreed with the argument that Korean people generally use them at the very beginning of utterance. In addition, the corpus I used included not a few Korean speakers belonging to old generation such as 40s and 50s. Thus, we can make a conclusion that the two DMs are not top-rated turn-initiator in Korean, English and Chinese but young Koreans have feeling of solidarity when they use them.

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Zhang, Jie (University of Wisconsin, Madison)

A contrastive analysis of American and Chinese Roast shows

A roast is usually held in a humorous frame, where participants are invited to insult each other in a jocular way to entertain a wider audience, including the roasters and the roastees. While roasts often appear face-threatening, they are not meant to convey impolite meanings but to honor the roastees. This linguistic phenomenon has been captured online and discussed with pragmatic notions such as ritual insults, community of practice, and mock impoliteness (Dynel, 2020; Dynel & Poppi, 2019). However, little research has been done to investigate roasts from a cross-cultural perspective. This research is an initial attempt to unravel the similarities and differences of the roast shows between Mandarin Chinese and American English regarding topics, pragmatic strategies, and social functions. The American data were obtained from Comedy Central Roast, and the Chinese data were taken from Roast !. Regarding format, Roast ! is inspired mainly by Comedy Central Roast but with some revisions. Both shows enjoy great popularity and can be easily accessed online. The data, consisting of ten one-hour-long shows, were primarily analyzed with a thematic approach focused on capturing common themes across different texts. The thematic approach allows me to compare the themes brought up by the American and Chinese comedians in their performances. My analysis of the data involves three tiers of coding procedures. The utterances were first coded into various themes and further grouped into broader categories in the second and third coding cycles. Rather than counting the frequency of each theme, I compare the commonalities and differences between the two data sets. The results show that although sharing a similar setting and program flow, the two data sets vary considerably in themes: many taboo topics in Chinese are acceptable and expected in English. The similarities are mainly found in pragmatic strategies and social functions. In addition to roasting, self-praising and self-deprecating are present in the shows. Besides entertaining, roast shows help promote positive energy and restore public figures' social image. The findings suggest that roasting is a context-based, culture-specific practice, and the cultural evaluation of (im)politeness influences the practice and perception of roasts.

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Zhang, Yiqiong (Guangdong University of Foreign Studies), Susan Herring (Indiana University), Rongle Tang (Macquarie University) and Yanmin Wu (Guangdong University of Foreign Studies)

One graphicon deserves another: Priming effects in BiliBili comments

Graphicons are graphical icons used in digital communication, including (but not limited to) emoticons, emojis, stickers, GIFs, and images (Herring & Dainas, 2017). Repeated usage of graphicons is common in online interactions. To explore how and why graphicon repetitions are taking place, this study examines the use of emoticons, emojis, and stickers in an extensive data set from BiliBili, a popular Chinese video-sharing platform. Specifically, we explore 1) what differences, if any, are there in the frequencies of graphicon use in comments vs. replies, and 2) how, if at all, does the use of graphicons in comments affect graphicon use in replies? A total of 1,031,183 messages were analyzed quantitatively to obtain the frequencies of each graphicon type in comments and replies. Meanwhile, methods of computer-mediated discourse analysis (Herring, 2004) were adapted to analyze the frequency and pragmatic functions of repeatedly used graphicons in sampled threads. Findings reveal a strong correlation between the frequencies and the types of graphicons used in comments and replies, suggesting a “priming effect” (Molden, 2014) of graphicon usage. That is, the occurrences of graphicons in comments have an impact on the use of graphicons in their replies. The priming effect is more prominent in kaomojis and emojis than in stickers. Results from qualitative analysis suggest that priming occurs mainly when graphicons are used for “tone modification” (Herring & Dainas, 2017) in the comments for clarifying intent and hedging the illocutionary force of an utterance. This study sheds new light on the complexity of graphicon usage.

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Zhu, Lei (Shanghai University of Political Science and Law)

Discursive manipulation strategy and self-identification of young correction subjects

This research explores identity negotiation in the discourse of young people undergoing community correction. We examine their manipulative strategy based on the analytical framework of the Pragma-Dialectical approach by van Eemeren & Grootendorst (1992, 2004). By adopting conversation analysis (CA) and the pragma-dialectical approach as analytical tools, we look into the online relationship between the discourse strategies and dynamic identity construction of young correctors. We find that, in terms of topical selection, audience demand, and presentation skills, the young correction subjects choose various discourse resources in each argumentative move, realized by concrete speech acts in light of their discourse function. According to the socio-psychological model of SAMI, the correction objects use particular discursive strategies to deconstruct the collective identities imposed upon them by correction workers and reconstruct their positive ones, closely related to their positive evaluations of abilities, roles, characters, appearances, and so on in their mind. The issue of identity negotiation on the side of the correction objects has become a new topic for effective communication of community correction discourse.

Zhu, Weihua (University of Wisconsin, Madison)
Criticism in mediation sessions in Mandarin Chinese and British English

This study investigates how the delivery of and reaction to criticism in mediation in Mandarin Chinese and British English might be affected by contextual factors such as culture and relative power. Criticism has been deemed potentially face-threatening (Brown and Levinson 1987) and expected to be avoided. However, this face-threat and expectation could be constrained by context, which has not been well studied. To fill this gap, I compare twenty sessions of *Àiqíng Bǎowèizhàn*, a Chinese reality TV mediation show, and twenty sessions of *Mr V Mrs Call the Mediator*, a British reality TV mediation show, regarding whether and how criticism is delivered.

I employ interactional sociolinguistic methods to analyze the data and the model of context, practice and perception (Zhu 2019) to account for criticism. Interactional sociolinguistics examines both the immediate linguistic context and the broader social context that goes beyond the immediate linguistic context. Concerned with the relationship between society, culture, and language, interactional sociolinguistics analyzes audio or video recordings and reveals how language users create meaning via social interaction. The contextualization cues embedded in social interaction call for detailed linguistic analysis. To account for language use, I adopt the model of context, practice and perception because this model displays how language use is shaped in context. The context that impacts language use could be the sociocultural context (e.g., the setting, the region, and temporality), the personal context (e.g., sex, age, education, temperament, habits, awareness, and beliefs), or the interactional context (e.g., interactional goals, risks, conversation topics, relevance, interactants' verbal/nonverbal cues, social distance, and status differences).

Results demonstrate that culture played a major role in the behavioral differences between Chinese mediators and British mediators. The mediators in the Chinese sessions delivered both direct and indirect criticisms calmly but the disputants did not take offense at the mediators' criticism, which might have resulted from the power difference between them. In contrast, despite the existing power difference, the mediators in the English sessions refrained from criticizing any disputants, which might be due to the local culture. On the other hand, the disputants in the Chinese and English sessions often criticized each other severely and took offense by each other's criticism. It seems that how these parties delivered criticism and potentially threatened face/ caused offense (Culpeper 2011) and how the disputants reacted to criticism and chose to (not) take offense (Haugh and Sinkeviciute 2019) were influenced by both sociocultural and interactional contextual factors. This study can contribute to cross-cultural pragmatics research.

Zhu, Zhenzhen (Guangdong University of Foreign Studies)
Other-oriented face management as rapport-maintaining in responses to third-party complaints

Complaints are widely recognized as face-threatening acts and thus often mitigated via indirectness (Vásquez 2009). However, current literature on face and complaints seems too assumed about interactants' preference for avoiding face-threats in constructing and responding to complaints (Decock & Depraetere 2018). In cases where multiple participants are involved, such as third party complaints (TPCs), face needs are more entangled and delicate for the recipient to negotiate (Konakahara 2017). Studies on TPCs in medical contexts mostly concern complaints that target an absent third party (Feo & LeCouteur 2017), while less is known about TPCs directing at a co-present complainee (Heinemann 2009), particularly those on intimate terms with the complainant, and how recipients orient to the relational tension engendered.

Based on eight-hour audio-recorded triadic outpatient interactions, this study examines how psychiatrists attend to the face needs and rapport between the accompanying-party and the patient. Drawing on the

interactional discursive approach, we found eight cases of TPCs in parent-children dyads and three in husband-wife dyads with the psychiatrist being a witness are relevant for analysis. Two categories of TPCs are identified: 1) TPCs problemizing the patient's seemingly unreasonable disposition or behavior, which threaten patient's institutional and quality face; 2) TPCs problemizing the unmet relational obligations or expectations, which threaten patient's social and relational face (Spencer-Oatey 2008; Grainger 2020). With the first category, the psychiatrist tends to employ defensive responses (pre-emptive accounts, empathy) to directly save and (re)enact patients' face. For the second category, the psychiatrist prefers using aggressive responses (counter-attacks, moralizing talk, strong demands) to indirectly save patients' face, sometimes to the extent that he/she would blatantly threaten the accompanying party's face and sacrifice his own face. This indicates that the psychiatrist primarily disaffiliates with such TPCs and prioritizes the patient's face over the accompanying-party's or his own face (thus other-oriented). The concern for resolving discord between accompanying-party and patient to prevent rapport damage and the aim for maintaining family support for therapeutic goals are discussed to account for psychiatrists' disaffiliative responses.

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