

EPICS XI Book of Abstracts
By Author Surname

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A

Aguilera-Carnerero, Carmen

“Online Extreme Speech in the times of Transitional Justice: the case of Sri Lanka”

During the period 1983-2009, Sri Lanka lived a bloody civil war that left more than 100,000 casualties. The war was a religious, ethnic and linguistic conflict between the Sinhalese Buddhist majority and the Hindu Tamil minority (mainly located in the North and East of the island. The post war years (from May 2009 to January 2015) were controversial under the presidency of Mahinda Rajapaksa and full of anti-racist rhetoric and violence against minorities (Tamil and Muslims basically).

Extreme speech seems to be one of the main deeply rooted problems in Sri Lanka society hindering some aspects of the transitional justice process post-war Sri Lanka is going through (theoretically). The situation reached the peak when the government of Sri Lanka blocked the social platform Facebook for the hate speech messages some citizens were propagating after the last incidents of violence against Muslims in late February and early March this year.

In this paper, I will analyse the discourse of part of the Sri Lankan net community from 2018 till 2022. In particular, I will analyse the comments made to the online version of the main newspapers’ posts Twitter accounts and Youtube comments. Using Critical Discourse Analysis

(Van Dijk 1993, 2000; Van Leeuwen 1996, Wodak and Reisigl 2001, Wodak and Chilton 2005, Wodak 2015) as my theoretical framework, I will study:

- a) The potential correlation between given media and the ideological content of comments;
- b) How online hate speech is linguistically structured (with a special focus on lexical choices, social actors and the use of topoi) and around which values virtual communities are organized,
- c) How those linguistic structures embody and shape stereotypes of the targeted minorities (Muslims), how they may become the triggerers of another type of behaviour and socio-political effects they entail (i.e. hindering the process of reconciliation or deepening the ethnic and religious division).

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Agustin Lana, Rodrigo

“Taboo language in a Spanish-English corpus of card game interactions”

Taboo has been defined as the proscription of behavior by a community of individuals (Allan 2008: 1). There are certain contexts of an adversarial nature, including card game interactions, where taboo language is likely to occur. This type of interactions is precisely the focus of my investigation, in which I aim to answer the following research questions:

- 1) What are the different pragmatic functions of taboo language in card game interactions?
- 2) What are the similarities and differences in the linguistic realizations of taboo language by speakers of English and Spanish?

The corpus collected for the present study consists of 8 four-participant interactions among speakers of British English and Peninsular Spanish respectively. The game chosen as the data collection instrument is the shedding-type card game Uno for two main reasons. First, its prototypicality as a zero-sum game. Second, the wild cards that players have at their disposal, the use of which may be construed as a face-threatening act towards the affected player. The exchanges among participants surrounding these wild card contexts were first transcribed and the taboo language contained in them was identified.

Preliminary analyses show that taboo language has two main pragmatic functions in the corpus. These are an emotive function and an impolite function, where speakers strategically choose to aggravate the addressee's face. In the latter case, taboo language serves different purposes, it may be used in the form of insults and negative expressives that target the positive face of the addressee or it may co-occur with both positive and negative impoliteness strategies to intensify the damage to the interactant's face. In line with previous studies (del Saz-Rubio 2022), my data shows the positive impoliteness function to be more dominant in Spanish. Moreover, speakers of Spanish and English seem to resort to different syntactic strategies to maximize the impolite potential of taboo.

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Alalawi, Badryah

“Unravelling Miscommunication: A Closer Look at Nurses in Saudi Hospitals”

Effective communication is fundamental for ensuring safe and high-quality healthcare (Schyve, 2007). In intercultural communication, recognising diverse communication styles across cultures and navigate interactions accordingly is crucial (Taylan and Weber, 2023). However, research by Galatzan and Carrington (2018) highlight that miscommunication among healthcare practitioners, during the sharing of information, contributes to roughly 80% of negative events in healthcare contexts. Miscommunication might prove to be a larger challenge in intercultural contexts. In settings such as Saudi hospitals, where diverse cultures intersect, health communication faces obstacles due to the absence of shared understanding and variations in language and cultural practices (Zhao, 2023). Hence, this study examines the potential miscommunication among nurses working in Saudi hospitals from a healthcare intercultural perspective, using semi-structured interviews to gather data. I interviewed 12 nurses working in Saudi hospitals from different cultural backgrounds: three from Saudi Arabia, three from the Philippines and three from India working in Saudi hospitals. These interviews identified the misuse of the English language as a primary factor contributing to miscommunications within the hospital environment. Nurses also reported some incidents that took place during their intraprofessional interaction that could lead to relationship breakdown, thereby negatively impacting the quality of healthcare services. To address these challenges, the study recommends implementing training sessions for nurses to enhance their communication skills, utilising introduced incidents as instructive examples. Additionally, courses on intercultural interaction may prevent relationships breaking down and could help to promote a more inclusive and culturally competent healthcare environment. By fostering a deeper understanding of intercultural differences and language use, healthcare professionals can mitigate potential miscommunication, ultimately improving patient care outcomes.

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AlBakheet, Shefa

“‘Fucking Gross Dude!’: Comparing the Negative Evaluations in the Humor of the World’s Most Famous Youtubers”

Reaction videos are a form of a popular asynchronous computer mediated communication that became an online phenomenon by 2011 (Anderson, 2011). Since then, the phenomenon kept growing among the most popular Youtubers while lending itself to negative reactions more. Conversational humor has been used as a vehicle to convey the negative evaluations. This study examines 27 reaction videos (9 per each youtuber) of three prominent Youtubers who gained popularity partly by contributing into the negative reaction videos phenomenon. The American youtuber Ray William Johnson (RWJ) who once had the highest number of subscribers in the world (2011-2013), the pan-global, Swedish-born, Youtuber Pew Di Pie (PDP) who held the record after RWJ for about a decade (2013- 2022), and Sohayb Godus (SG) who is a leading movie-maker in Saudi Arabia whose channel has over 125 million views.

Every reaction video on YouTube represents a discursive event consisting of three levels. The level of the initial video the youtuber is reacting to, the Youtuber level, and the audience level. After infusing components from Culpeper’s impoliteness model (2011), Martin and White’s appraisal theory (2005) was employed to identify and classify the negative evaluations on the Youtuber’s level. Superiority theory and incongruity resolution theory were then used to explain how each Youtuber deployed humor to deliver the negative evaluations (Dynel, 2009; 2013). On

the audience level, the study also looks into how the audience members perceived the videos by examining their reactions in the comments section (100 comment per video).

The majority of the comments indicated that the commentators were entertained by the humor. Each of the three Youtubers used a varied set of techniques to deliver his evaluations.

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Albalat Mascarell, Ana

“Emotion on social media: analysis of Instagram posts on the amnesty of Catalan pro-independence politicians”

On 18 November 2023, thousands of people gathered in central Madrid for another widespread protest against the controversial Catalan amnesty law that allowed Spain’s incumbent Prime Minister, Pedro Sánchez, to secure a second term in office. A wave of public protests washed through many Spanish cities after Sánchez reached a political agreement with pro-independence parties under which those involved in the unilateral Catalan independence process would be eligible for an amnesty law that nullifies the prosecutions and sentences imposed on them by the courts. In this context, this paper aims at exploring the role played by emotion in the debate around the amnesty of pro-independence politicians and other people involved in the unauthorized Catalan independence referendum of 2017. Specifically, it seeks to examine and compare the emotion-driven discourse patterns and strategies used by English-, Spanish- and Catalan-speaking politicians and mass media when posting and analyzing information on this subject on Instagram.

To this end, Benítez-Castro and Hidalgo-Tenorio's (2019) reformulated model of the Martin and White's (2005) AFFECT taxonomy will be taken as the main theoretical framework for the analysis of the emotion displayed through different Instagram posts containing the hashtags #spanishelections, #amnesty, and #catalanindependence.

In the methodology set for the analysis, the discourse patterns and strategies used by the analyzed politicians and mass media were annotated and compared with UAM Corpus Tool, a Systemic Functional Linguistics-based online tool specifically designed for the annotation of texts.

The findings of this investigation show how the use of certain words and expressions on the analyzed Instagram publications potentially contributed to the intensification of the already sharply polarized emotions on the Catalan independence movement.

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Alonso Jiménez, Elisa, Ana Medina Reguera and José Antonio Rosado Terrero

"From the Vineyard to the Web. A Pragmatic Analysis of Trust Discourse Strategies in Wine Company Websites: The Impact of Localisation and Machine Translation"

In the field of national and international commerce, the wine industry serves as a captivating arena where linguistic choices converge with cultural nuances to craft persuasive narratives and foster consumer engagement (Uña & Villarino 2019; DePalma et al. 2020). This study delves into the trust discourse strategies in Spanish and English employed by wine companies in the province of Cadiz (Andalusia, Spain) and the impact of machine translation (MT) on the success or failure of such discourse strategies. Grounded in the field of discourse analysis and taking Cialdini's principles of persuasion as an initial reference point (Cialdini 2007), this

research seeks to elucidate how persuasion strategies are encoded with the textual and non-textual fabric of wine marketing discourse, navigating the complexities of cross-cultural communication and linguistic adaptation.

The study focused on 82 wine companies in Cadiz, of which 64.63% have a website (23.17% monolingual and 41.46% multilingual). The CAWINE corpus was compiled by downloading in PDF format the Home pages of 52 websites in Spanish, 33 in English, and 18 machine-translated in English (a total of 103 files). A set of five persuasion categories were established (TRUST, SUSTAINABILITY, EMOTION, PERSISTENCE, and MEDIA) in order to classify the different discourse strategies found on the Home webpages. Both textual and media content was coded in Atlas.ti in order to conduct a mixed analysis where we can offer insights into the dynamic interplay between language, media, culture, and marketing discourse within the wine industry.

The results show that persuasive discourse in CAWINE strongly relies on MEDIA (images and video) and strategies to promote TRUST; to a lesser extent, RESILIENCE and EMOTION; and, in a few cases, SUSTAINABILITY. We will present qualitative data of the TRUST category, since it is the most prominent textual strategy found in the CAWINE corpus. Discourse analysis reveals that companies try to construct a trust discourse that projects them as credible agents through the values of tradition, experience, prestige, reliability, and uniqueness of their product or land. Persuasive discourse is achieved in Spanish, but localised versions in English sometimes contain pitfalls or omissions that work against the goal of persuasion. This failure becomes more prominent on machine-translated webpages, with companies sometimes framed as non-credible agents. When companies neglect localisation or leave their content in the hands of MT, they are undermining their own agency and losing control over their brand, reputation, and trustworthiness in globalised contexts.

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Altakhaineh, Abdel Rahman Mitib, Aseel Zibin and Lama Ahmed Khalifah

“A Horn of Pepper or a Head of Onion: An Analysis of Semantic Variation of Classifiers in Jordanian Spoken Arabic”

This study explores semantic variation in classifier usage in Amman, Jordan, employing a socio-cognitive approach. The sample of this study consisted of 50 participants including 25 males and 25 females residing in Amman, the capital city of Jordan. The participants were stratified according to age based on Lawton et al.'s (1992) classification: young adults (18-29), middle-aged (30-59) and older adults (60+) (see Qaddoumi et al. 2023). Seventeen participants were young, 17 were middle-ages and 16 were old. The participants were also stratified according to their educational level into educated (having a BA degree and/or graduate degree) and uneducated (not having a university degree). Specifically, 25 participants were classified as educated and 25 were considered uneducated. The population of the study is approximately 4,000,000 people, residents of Amman. The semantic variation centers on the employment of idiomatic classifiers, exemplified by expressions such as *ra:s bas^ʕal* (head of onion), as opposed to the default classifier *ħabbet bas^ʕal* (a piece of onion). Results indicate statistical significance in favor of older, male, and less educated speakers who tend to prefer idiomatic classifiers over the default option. We argue that the choice between idiomatic and default classifiers for fruits and vegetables is likely influenced by social factors, including gender, age, and education. Applying Müller's (2008) scalar classification framework, we categorized the metaphors underlying the idiomatic classifiers as entrenched metaphors, conventionalized and transparent, activated primarily by older, male, and less educated speakers. Thus, the research demonstrates that the choice of classifier, in line with Labov (1971), is subject to social influences. The preference for idiomatic classifiers, potentially associated with lower refinement, old-fashionedness, or lack of prestige, contrasts with the neutral and straightforward default classifier.

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Ament, Jennifer and Mengjia Zhang

“The impact of explicit instruction and awareness-raising activities on pragmatic awareness development in Chinese EMI students”

One aim of higher education is for students to read critically, engage in academic and professional dialogue, form opinions, share ideas, express doubts, and communicate disagreements, all acts that require a high level of pragmatic competence. Reaching this goal is challenging in an English-medium instruction (EMI) context, where the students and the professors are foreign language speakers. Furthermore, there are only a handful of studies on language outcomes specifically investigating pragmatic development in the EMI context. One study investigating pragmatic awareness and pragmatic competence in the EMI setting found that exposure to the target language and pragmatic awareness alone were not significant predictive factors of pragmatic competence. And that some explicit instruction would be useful for EMI students if language improvement is a goal of this learning context (Ament et. al, 2018). Thus, this study takes an applied perspective and aims to evaluate the effectiveness of pragmatic awareness-raising activities and explicit instruction on the pragmatic awareness of EMI students in China. The participants were two groups of third-year Education students. The experimental group (N=60) completed eight pragmatic awareness-raising activities over one academic year. Each activity was followed by a brief metapragmatic instruction. The control group (N=60) did not receive any awareness-raising activities or instruction outside their regular curriculum. Both groups completed a reading activity that measured pragmatic awareness at the beginning and end of the academic year. The data were then analyzed for pragmatic awareness, this being

operationalized as the correct identification of lexical indicators, grammatical indicators, and rhetorical functions in academic texts from their discipline. The results are preliminary but do show a tendency for the experimental group students to show a higher degree of pragmatic awareness. This study demonstrates the potential linguistic benefits of incorporating a few targeted exercises that focus on language into an EMI classroom.

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Araki, Saki

“A Case Study of Building Cross-Cultural Pragmatic Awareness in English While Living in Non-English-Speaking Countries: The Comparison of Japanese living in Germany and German living in Japan”

This talk will highlight the advanced English users' cross-cultural pragmatic mindset and how they built their awareness through study abroad experiences in non-English speaking countries by comparing two narratives from a Japanese in German and a German in Japan. Data were originally collected for the study investigating the awareness of pragmatic aspects among advanced English users in cross-cultural settings, and how this awareness is developed through their language learning. Especially in this report, the narratives from two participants: German with two years of study abroad in Japan and Japanese with one year stay in Germany were extracted and focused. As part of the survey, they wrote hypothetical responses for three communicative situations to test how they would answer in authentic situations in which they had to share unpleasant information. In the interview part, they were asked in-depth about their English communication experiences, cultural considerations, study abroad experiences and the reasoning behind their questionnaire responses. The data showed the two comparative participants' pragmatic English use seemed to have been affected especially by experiences of using the dominant language in the countries in which they lived for some time. At the same time, because of their

individualistic characteristics coming from social factors and their backgrounds, they also share the struggling experiences when choosing words in English and other foreign languages use as well. This insight could extend "multicompetence" by Cook (1990) which looks at the inter-relationship of first and subsequent languages on language acquisition into a similar theory that can explain multilinguals' pragmatic understanding, recommend refining English or multilingual education, and ultimately reduce miscommunication in cross-cultural interactions.

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Ashe Jr., Timothy

“Reenvisioning a culture-based approach to teaching by designing Spanish for business courses which focus on pragmatic exchanges and language vitality to foster intercultural communication”

The last decade has seen rising growth in the offering of Language for Specific Purpose courses in the USA due primarily to data suggesting a pressing need to revise foreign language curricula to better meet the needs of students and society (Sánchez-López, 2019). Besides learning technical language and analyzing unique cultural situations in Spanish for Business courses, instructors typically focus on how learning specific business jargon and technical skills in the target language will allow the participant to succeed. Since intercultural communication affects business dealings, how employees act within companies, and how to establish shared ownership in international environments, the investigator wanted to see how and why communication continues to be something that “unfolds in symbolic intercultural spaces.” (Arasaratnam, 2013). Thus, this study analyzed the interlanguage pragmatic exchanges as students competed assessments that were a part of the Spanish for Business course to look at how they negotiated meaning in acquiring business language and cultural awareness Spanish. Additionally, this study

focused on the pragmatic exchanges as well as the task/course design to analyze the responses of 40 students through case studies, country-based business planning situations, and podcasts that reflected on business disputes to analyze how this type of classroom setting may lead students to better understand how understanding cultural differences affects language use. Lastly, based on the preliminary data results, the author is calling for more practical tasks to be used in Spanish for Business courses to grow the students' intercultural communication skills so that they may become more better prepared for the Spanish Business world while also calling for more understanding of how to develop tasks where both the students and instructors use pragmatics cues so that students can more effectively negotiate meaning with relevant contextual clues.

Assimakopoulos, Stavros and Anna Piata

“Metaphor and the rhetorical effectiveness of ineffable meanings”

While the relation of considerations of relevance “to affect – and indeed the role of affect in communication generally – has been woefully underexplored” (Wharton et al. 2021: 267), de Saussure and Wharton have recently attempted to “link affective effects to descriptive ineffability and procedurality, and argue[d] that they activate an experiential kind of heuristic through which [we] find relevance” (2020:202; see also Wharton & de Saussure 2023). In this talk, we further motivate this proposal, by discussing the extent to which ineffable meanings actually present a rhetorical advantage over effable ones when it comes to discourse that seeks to persuade. To this end, we concentrate on the use of metaphor, highlighting its potential in generating a wider range of cognitive effects and affective reactions that can cater to distinct audiences, especially when compared to alternative fully-propositional contents. Reviewing the extant literature on the persuasive power of metaphor, and drawing on examples of creative uses of verbal and visual metaphor in two different settings (i.e. advertising and political discourse), we argue that the rhetorical appeal of ineffable meanings in this context lies precisely in their ability to creatively combine not only with emotions, but also with (often divergent) assumptions drawn from the cognitive environments of their target audience. In doing so, we explore the balance between reasoning and affect that any account of ineffability, and especially a relevance-theoretic one, needs to incorporate in its premises.

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Aull, Bethany

“Reaction buttons: Are they backchannels?”

In spoken conversation, *backchannels* or *responses*—e.g., retrospective attention markers like *mhm*, *oh*, *yeah*—have been long recognized as interpersonal and organizational devices (e.g., Gardner, 2001; McCarthy, 2003; Ynvge, 1970). Some research shows that digital interactants also use multiple modes—verbal, paraverbal, and nonverbal text, e.g., *yesss*, *haha*; graphics, e.g., 😊, 👍—to produce these devices in instant messaging and mobile messaging (Aull, 2020; Choe, 2018; McKiernan, 2016; Tagg, 2009). Additionally, in the last two years, mobile applications like WhatsApp and Telegram have incorporated a reaction button feature that allows users to press on any submitted message and pin an emoji response (e.g., 👍❤️😊😮😞🙏) to it. These reactions have received some attention in Facebook wall posts wherein they reflect backchannels’ retrospective and relational characteristics (e.g., Al-Zaman & Ahona, 2022; Spottswood & Wohn, 2019), but they have not been contemplated as such, nor have they been studied in mobile messaging interaction that may be more dialogic and could thus give rise to backchanneling.

This presentation zooms in on 160 reaction button occurrences in a small corpus of WhatsApp, Telegram, and Facebook Messenger exchanges. It tests the hypothesis that reaction buttons are essentially used for relational—as opposed to informative/transactional—purposes, and that in this role, they specialize in backchanneling by showing receipt and alignment without claiming the conversational floor. The study reviews the literature on backchannels in spoken conversations and considers how well these descriptions can account for reaction button use. Comparing reaction buttons and backchannels in spoken conversation reveals functional similarity, yet it also hints at different organizational versus relational roles of each. In this way,

classifying some reaction buttons as backchannels may call for a reconceptualization of response activity in general.

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B

Bar On, Sagit and Natalia Meir

“Evaluating Cross-Linguistic Transfer in the Domain of Pragmatics in Bilingual Speakers: Evidence from Refusals and Complaints”

Pragmatic competence is the ability to use language forms properly in a wide range of environments while taking into account the relationships between speakers and social and cultural contexts (Lightbown & Spada, 2013). Searle (1969) categorizes speech acts as a core trait of linguistic communication. Previous research shows that bilingual speakers systematically transferred strategies from their dominant first language (L1) into their weaker second language (L2) (e.g., Blum-Kulka & Olshtain, 1984). Interestingly, heritage-language speakers, i.e., bilingual speakers whose L1 becomes their weaker language whereas L2 the dominant language later in life (Polinsky, 2018), develop a unique and hybrid linguistic style reflecting speech act strategies available in both languages (Bar On & Meir, 2022).

The current study investigates realizations of two speech acts, refusals and complaints, in three groups of bilingual speakers in both their languages: English dominant bilinguals (L1-English/L2-Hebrew) and Hebrew dominant bilinguals (L1-Hebrew/L2-English) as compared to a group of heritage-language speakers, for whom L1-English is their weaker language, while L2-Hebrew is their dominant language.

The discourse-pragmatic task consists of 32 video clips for each language designed to elicit refusals and complaints. The analysis of refusal strategies includes direct refusals, indirect refusals, and adjuncts, following Beebe et al. (1990)'s taxonomy. The analysis of complaint strategies includes seven categories (opting out, no explicit reproach, indirect complaint, indirect accusation, direct complaint, request for repair, and threat) arranged from the least direct to the most direct, following Abbass et al. (2012)'s taxonomy. The data collection is on-going: refusals and complaints will be elicited from 60 participants in total in both their languages.

Theoretically, the study advances our knowledge on bilinguals' pragmatic competence in contact situations. Pedagogically, the study contributes to the field of teaching pragmatic skills to heritage-language speakers and L2 learners, and helps develop a research-supported curricula that facilitates appropriate politeness strategies.

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Bardovi-Harlig, Kathleen

“Pragmatics Is All Around Us”

This talk discusses the importance of listening and observing language use that takes place all around us and drawing on that awareness in pragmatics research. This talk discusses the importance of researchers being aware of everyday language as a source of both data and inspiration. I will discuss three research projects that arose from paying attention to life events, dividing the talk into three acts. Act One: Exploring institutional talk in the form of academic advising sessions which are face to face, synchronous events undertaken by faculty advisors and domestic and international graduate students who have clear differences in institutional status. Act Two: Investigating disinvitations through web-based open community blogs and social advice sites supplemented by a web-based survey. Act Three: Adapting a task from spoken language processing to experimentally investigate the temporal structure (i.e., timing) of comprehension of an ostensible speech act, something that is typically interpreted by analyzing adjacency pairs in spontaneous production. The talk ends by discussing the importance not only of method and design in the collection of data in pragmatics research, but the importance of varying our methods, and

above all the importance of paying attention to the language around us for inspiration and a path for investigation.

Bellés-Calvera, Lucía

“Blurring Reality and Fiction: A Multifaceted Examination of Narrative practices in a true crime documentary”

The consolidation of narrative practices within true crime docuseries, a well-known genre characterized by both critical acclaim and commercial success, is notably evident in mainstream platforms such as Netflix, Amazon, and HBO (Brookes, 2022; Walters, 2021). Prior research has extensively explored the allure of crime narratives, examining their societal impact, ethical concerns, psychological dimensions, and narrative conventions (Dosser, 2017; Larke-Walsh, 2021). Drawing from the theoretical framework of narrative studies (Herman, 2002, 2009), this research seeks to explore the stylistic choices employed in *Murdaugh Murders: A Southern Scandal*, accessible on Netflix, from a multimodal perspective.

The study employs a mixed method approach, analyzing six episodes of *Murdaugh Murders: A Southern Scandal* to discern narrative patterns, character development, and thematic elements. Additionally, it explores audiovisual features used by Netflix on the production of crime narratives, considering how streaming services shape the narrative landscape (Turner, 2020). The selection of this true crime documentary was based on its capacity to facilitate a thorough and comprehensive examination of the events surrounding the trial of Alex Murdaugh, a member of a locally prominent family of attorneys in a small South Carolina community.

The findings reveal that *Murdaugh Murders: A Southern Scandal* strategically makes use of narrative techniques embodying journalistic (e.g. witnesses), (auto)biographical (e.g. pictures, Instagram posts or smartphone videos) and fictional accounts (e.g. suspenseful pacing, aesthetics). As a result, the blurring of reality and fiction within the documentary framework is achieved through a careful balance of factual information and dramatic storytelling.

All in all, this study sheds light on how *Murdaugh Murders: A Southern Scandal* redefines the boundaries between true crime and documentary storytelling, offering insights into the evolving nature of crime narratives in contemporary digital platforms. The results contribute to emphasizing the significant role narrative techniques play in shaping viewer experiences.

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Bellés-Fortuño, Begoña and Lucía Bellés-Calvera

“Aiding patients with hearing impairments: The case of PHONICSOFT, a speech recognition software”

Medical transcription originated in the early 20th century with stenographers. The adoption of single-speaker Automatic Speech Recognition (ASR) technology became prevalent in the healthcare system around the mid-1990s, facilitated by the proliferation of ASR and Natural Language Processing (NLP) technologies (Chiu et al., 2017). In addition to their crucial role in assisting doctor dictations, these technologies have been the focus of studies related to clinical documentation (Hodgson & Coiera, 2015) and the examination of patients with aphasia (Abad et al., 2013; Jamal et al., 2017) or cochlear implants (Zhao et al., 2020).

More recently, globalization and migratory movements have had an impact on the way conversations in the medical field between patients and healthcare providers take place. In the case of hearing impairment, individuals are not able to hear sounds adequately. Given the scarcity of human staff, there is a pressing need for ASR technology that can expedite the transcription of medical appointments.

This study seeks to design and develop an app, PhonicSoft, for the improvement of clinical communication and the optimisation of medical treatments for patients with hearing impairment. To achieve this goal, the app is to be tested with a pre-selected group of patients with hypoacusis. The study, carried out in the Valencian Community, is concerned with the bilingual condition of the regional area, where both Spanish and Catalan are co-official languages and should be taken into consideration when developing the PhonicSoft software. Interviews will be conducted throughout the whole process in order to assess its weaknesses as well as the patients' satisfaction. Participation can contribute to improving and expanding the features of the beta version of the app. This ASR technology can be a tool applicable to other pathologies within hypoacusis, such as aphasia. In this way, doctor-patient communication can be enhanced in clinical environments since it favors the progression of quality, the understanding and inclusion of patients with auditory functional diversity, both in the medical consultation, other clinical interventions or environments.

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Bianco, Antonio

“How effective is humor in election campaigns? A case study on Italian political discourse”

The paper investigates the presence and the functions of various forms of verbalized humor (Attardo 2020) in a corpus of 1600 tweets published by Italian politicians Carlo Calenda, Giorgia Meloni, and Enrico Letta during the 2022 election campaign. The first step of the analysis is to distinguish tweets that contain different types of humor (Dynel 2009) – e.g., irony (Giora 2011), hyperbole (Norrick 2004) and puns (Attardo 2018) – from those lacking it. Afterwards, the communicative functions associated with humor will be analyzed both qualitatively and quantitatively. Indeed, politicians strategically use humor to fulfill persuasive functions (Tsakona 2009, 2011): e.g., to mock opponents through irony (they’re so capable in (1)), to outline an absurd scenario as in (2), or to discredit opponents’ accusations as in (3):

(1) G. Meloni (15-9-22): Promettono che se vinceranno le elezioni renderanno l’Italia migliore. Ma sono così bravi (...) [They promise that if win elections, they’ll make Italy better. But they're so capable (...)].

(2) E. Letta (9-9-22): @GiorgiaMeloni. Quindi #PeppaPig va censurata e il video della donna violentata a Piacenza va rilanciato senza limiti? [@GiorgiaMeloni. #PeppaPig should be censored and the video of the woman assaulted in Piacenza should be shared without limits?].

(3) C. Calenda (25-8-22): Finire sul 29mo manuale del candidato di @berlusconi come “mezzo comunista” è un sogno adolescenziale che si avvera. [To enter in @berlusconi's 29th candidate manual as “half communist” is an adolescent dream realized].

Additionally, I will examine the first 15 anonymized replies to humorous tweets to quantify instances of mode adoption (Attardo 2020) and to observe whether this strategy is more used to defend (4) or to attack (5) politicians ((4) and (5) both reply to (3)):

(4) Berlusconi, dovrebbe darsi al giardinaggio! [Berlusconi, should take up gardening!].

(5) Tuo figlio sarà orgoglioso;) [Your son will be proud;)].

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Bou-Franch, Patricia

“Personal narratives of medical gaslighting on social media”

With gaslighting chosen as word of the year in 2022 by the US dictionary Merriam-Webster, its study has traditionally attracted the attention of psychologists and, more recently, political scientists (Donzelli, 2023; Shane et al, 2022) and sociologists (Sebring, 2021; Sweet, 2019). The latter argue that gaslighting is “fundamentally a social phenomenon” (Sweet, 2019: 852) that involves misleading and/or manipulating someone causing the victim to question their feelings, beliefs, and experiences. Despite the political and sociological surge of interest in

gaslighting and the fact that social phenomena are enacted in discourse, to my knowledge, there is no discourse analytic research on, specifically, medical gaslighting. This paper aims to bridge this gap by investigating personal narratives of medical gaslighting shared on Instagram.

Medical gaslighting is viewed as a gendered cultural practice (Sweet, 2019) in which doctors dismiss or minimize the life experience of their patients regarding their own well-being, which may result in patients' doubting their memory and experiencing feelings of powerlessness and low self-esteem (Kennedy, 2023; SheKnows, 2024). To carry out the study, a medical gaslighting corpus (henceforth, MG corpus) was compiled and analyzed. The corpus consists of 995 topical, user-generated comments (n = 43,423 words) from Instagram. The study adopted a corpus-based discourse studies approach (Partington, 2004; Partington et al., 2013). The quantitative analysis involved corpus linguistics methods (Baker, 2010), particularly, keyness. Using the English Web 2021 (enTenTen21) as reference corpus and the MG corpus as target or focus corpus, the keyness value of single-words, multi-words and N-grams was calculated and the top-listed items analyzed. Using the software NVivo 12, a thematic analysis (Braun & Clarke, 2006) of comments containing N-grams with high keyness value followed. This took a critical, intersectional perspective. Results suggest the pervasiveness of medical gaslighting and relate gaslighting microlevel discursive practices with macrolevel sociodemographic-based inequalities.

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Bourgeois, Samuel

“The impoliteness of ‘tough guy politicians’: A comparative study of the impoliteness of Donald Trump and Chris Christie”

This paper conducts a comparative study of highly publicized media scandals involving former President Donald Trump of New York and the former governor of New Jersey, Chris Christie. In addition to both being from the Greater New York Metropolitan area – Trump from New York City and Christie from Northeastern New Jersey – both gained national notoriety for being “straight-talking” and argumentative figures (e.g. Wodak et al. 2021: 383-386; Zernike & Martin 2013). However, while Christie is a more traditional and moderate Republican politician (Racioppi 2032), Trump is seen as a populist and is often compared to politicians such as Silvio Berlusconi (cf. Wodak et al. 2021; Wodak 2020: 250). This paper aims to differentiate the impoliteness behaviors and their functions of these two politicians. This comparative analysis will also allow me to determine if Trump’s impoliteness against journalists of political foes is truly more intense and norm challenging (see shameless normalization of tabooed and impolite behaviors in Wodak 2020:6) than his moderate contemporaries in the Republican party.

I will argue that both politicians use impoliteness to project themselves as ‘tough guy politicians’ – a localized variant of Lakoff’s (2014) “strict father” that builds on the perception of people from New York/Northeastern New Jersey being argumentative and direct (e.g. Newman 2014: 102-106). In doing this, they showcase themselves authentic and passionate leaders.

However, I will show that Trump pushes this persona to a much further extreme than Christie. For example, Trump's emblematic repertoire of impoliteness formulae – e.g. self-coined nicknames (e.g. Tyrkkö & Frisk 2020) and other intense impoliteness formulae (e.g. Culpeper 2011: 134-137) – provides evidence that that his impolite expressions are designed as much for the entertainment of his base (in person or via recordings) as they are for the targets of his impoliteness (e.g. Culpeper, 2011, 233-244; Wodak et al. 2021, 383-386).

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Brač, Ivana, Kristina Štrkalj Despot and Lobel Filipić

“Unpacking negative attitudes through the choice of a verb”

In this presentation, we will discuss metaphorical and metonymic transfers of verb meanings within the domain of speaking, with an emphasis on expressing negative attitudes. Within the framework of cognitive grammar, it is asserted that all meanings are connected in meaning chains (Taylor 1995), i.e. within a semantic frame, where meanings are extended through metonymy, or between the source and the target semantic frames, where meanings are extended through metaphor (Fillmore 1982, Ruppenhofer et al. 2016).

Even though general verbs of speaking (e.g., *say*, *tell*, *speak*) are among the most frequent verbs, verbs belonging to various semantic frames are often used as verbs of speaking in order to express negative attitudes towards the speaker or the message. For example, verbs of sounds made by animals are used as verbs of speaking, leading to metaphorical mapping from the animal to the human world, with the speaker’s motivation to describe the one’s voice or thoughts as unpleasant or unintelligent (e.g., *blejati* ‘bleat’). This can further extend down the great chain of being (Lakoff and Turner 2009) when verbs of sound emission, such as *otkucati* in *Sat je otkucao ponoć*. ‘The clock struck midnight’ can be used with a human agent *Otkucao ga je policiji*. ‘He ratted out him to the police.’ Expressing an extremely negative attitude towards the speaker’s words involves the use of verbs associated with physiological processes (e.g., *sрати* ‘shit’, *pljuvati* ‘spit’).

For this study, we compiled a list of 140 verbs and classified them based on their source semantic frame (breathing, crying, sounds made by animals, sound emission, etc.) and the target of the offense (speaker’s voice or intellect, content, etc.). This presentation aims to address the research questions regarding source semantic frames, syntactic environments in which various meanings are realized, and the implication of selecting a particular verb in terms of the speaker’s attitudes.

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Breeze, Ruth

“All in the news! A corpus-based discourse study of *Guardian* and *Mail Online* headlines over one year.”

Newspaper headlines have been discussed from a variety of perspectives, including cognitive psychology, relevance theory and CDA. Experts generally divide headlines in English into two categories, coinciding broadly with serious (broadsheet) and sensational (tabloid) journalism (Conboy 2005). Broadsheet headlines are supposedly sober, providing more information concerning the contents of the news article, while tabloid headlines tend to rely on allusion and hyperbole to entice readers to read the text (Dor 2003). However, headlines are changing, since the Internet has altered the rules concerning space restrictions that determined various aspects of the classic tabloid headline style. Since empirical research (Ecker et al. 2014) indicates that hyperbolic or emotional headlines influence reader perceptions and contribute to biased interpretations, it is important to gain a deeper understanding of this phenomenon. However, research on headlines so far has mainly relied on detailed analysis of small datasets, and no systematic corpus study exists.

The present study is designed to establish empirical differences in headline style using corpus linguistic techniques. All 2021 headlines were scraped from the Guardian (43664 headlines) and the Mail Online (46480 headlines). The dataset was cleaned and uploaded to Sketch Engine for lexical processing and to Wmatrix5 for semantic analysis. We obtained: keywords, word frequencies, POS frequencies, and tagged items for degree, emotion and evaluation. Principal Component Analysis was used to reduce the dimensionality of the data obtained. Major differences emerged: Guardian headlines were more noun-driven, while Mail headlines made greater use of emotion terms, degree markers (e.g. boosters) and personal pronouns, indicative of strategies to colloquialise and sensationalise news.

The findings shed light on headlines in two newspaper types and have considerable relevance for discourse analysis and media literacy.

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Brocca, Nicola, Elena Nuzzo, Diego Cortés Velázquez and Joseph Wang-Kathrein
“LadderWeb: an AI-based web app for the pragmatic annotation of cancellations and requests”

Producing pragmatically annotated corpora has significant benefits for researching language interactions and their application in language teaching, textbooks, and professional language training (Weisser 2018, p. 2). However, this process faces challenges, being time-consuming and requiring trained personnel.

The LadderWeb project, founded by Clariah.at, seeks to semi-automate this process. Users input text and receive annotated versions. The process involves raw data collection using Corpora Disdir (Cortés Velásquez & Nuzzo 2022, Nuzzo & Cortés Velásquez 2020) for Italian L1 and Ladder (Brocca et al. 2023) for Italian L2 by Germans and German L1. The corpus creation will be outlined through its key stages: designing an annotation scheme, executing manual annotation, creating an AI-based routine, training the routine, and manually correcting the results.

Utilizing decision trees and statistical methods, the routine categorizes words based on annotation and features. The application integrates the Corpus Query Processor (CQP) of the IMS Open Corpus Workbench, offering a user-friendly interface for accessing annotated texts. Meta-information enables subcorpora creation based on speech act type, social context, medium, languages, participant data, etc.. While LadderWeb cannot claim definitive results due to its small sample size, it provides a foundation for future projects with larger datasets.

The online application, which can be tested during the poster presentation, supports scholars in producing annotated material and professionals in examining speech acts across various languages and sociolinguistic variables. The provisional project webpage can be accessed via this

link: <https://digital-humanities.at/en/dha/s-project/ladderweb-pragmatically-annotated-web-based-corpus-query-interface-requests-and-cancellations>.

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C

Carranza, Isolda E.

“Emotion and moral order in the reception of viral fabrications”

The management of truth claims has been a classical topic in pragmatics and its relevance has been spurred by issues emerging in the so-called post-truth era and the availability of digital data. However, closed and relatively stable digital communities offer new insights into the affective and moral dimensions of the actual reception of dubious information. The present study draws from a combination of a general framework on metapragmatic awareness (Verschuere 2021), fruitful theorizations about communication on social media (Blommaert 2019), and developments in the sociopragmatics of emotion (Haugh & Alba Juez forthcoming). The corpus comes from a politically motivated WhatsApp community of around sixty researchers working in

biology or related sciences which I was invited to join because of political affinity. The two-year digital ethnography involved intense observation as a ratified member under my full name.

Given that a reported fact tends to be accepted as known if it is learned through a moral social actor, responses to posts within a closed digital community pose an empirical problem: the participants' evaluations are shown to also have an emotional basis. The development of the group's interaction history results in a shared, normative affective stance on certain issues. In that light, acceptability rather than truthfulness seems to be the participants' concern.

To account for the data, it is necessary to conceive of a 'moral nexus', i.e., a salient cross-play of informational content, emotional load, and the moral side of action. The acceptability of the former seems to be related to assumptions about the community's shared emotional attunement and the information relayer's moral standing. It is concluded that understanding the reception of potential untruthfulness in digital groupings which are communities *stricto sensu* calls for analysis at the level of collectivity as well as consideration of normative expectations and historical contextual conditions.

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Chodorowska-Pilch, Marianna

"Why pragmatic competence matters: the case of apologies in Spanish"

Various studies have shown differences in the expression of apologies while comparing selected languages (Blum-Kulka y Olshtain, 1984; Márquez Reiter, 2000; Bella, 2014; Jansegers y Cruz Domínguez, 2016; inter alia). Other studies have focused on the specific aspects of apology

expressions in peninsular as well as in Spanish used in Latin America (Escandell Vidal, 1995; Bravo y Briz, 2004; Blas Arroyo, 2005; González Cruz, 2012).

In the effort to expand on previous findings and following the line of research proposed in Chodorowska-Pilch (2019), this study analyzes the usage of *lo siento* ('I'm sorry' in English) and other apology expressions produced by native speakers of Spanish in two different Netflix series and compares them with English-speaking learners of Spanish. For this reason, excerpts from these series will be used to survey English-speaking students, testing their pragmatic competence in Spanish.

While comparing native and acquired uses of apology expressions, the final objective of this study is to offer possible recommendations for instructors who are interested in improving the pragmatic competence of English-speaking students using apologies in Spanish.

Chovanec, Jan

“Formatting liveness in live journalistic blogs”

In the past couple of decades, live journalism has expanded from its traditional formats of radio and television broadcasting to the online space. Digital journalism has transformed the older forms of news presentation, resulting in the rise of new genres of delivering news content in real time (Ekström and Westlund, 2019). The talk contributes to this emerging subfield of research by adopting a pragmalinguistic perspective on the currently dominant form of digital liveness, i.e. news presentation in the written mode as live ‘text-in-process’.

The presentation concentrates on the genre of written live news described as ‘live blogging’ in media studies (Thurman and Walters 2014; Matheson and Wahl-Jorgensen 2020) and as ‘live text’ (Chovanec, 2018; Werner 2021) in linguistically-oriented media discourse analysis. Based on a dataset of recent political live blogs from the Guardian, it identifies some of the key pragmatic characteristics of such online texts-in-process against the background of traditional live broadcasting, particularly as regards the formatting of liveness. This approach is inspired by Scannell’s (2014: 154) suggestion that live talk requires careful formatting or ‘management’ so that the ‘empty time’ is filled because, in the management of liveness, it is the achievement and maintenance of continuity that is crucial (156).

The findings identify the central role of temporal deixis in the process of formatting liveness in live blogs, and document the discursive management of deictic centres and deictic shifts within and across the individual time-stamped posts, particularly as far as the processing of various ‘journalistic raw data’ (quotes, social media statements) is concerned. The paper argues for the conceptual shift from ‘liveness as nowness’ (Marriott 2007), i.e., a continual live production of talk, to ‘suspended liveness’ in digital journalism, where the actual textual production is put on hold – so to speak – in expectation of possible later updates.

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Camajuan-Colomé, Llorenç, Kathleen Bardovi-Harlig, Sabrina Mossman and Enrique Rodríguez

“Spanish Conventional Expressions at Three Sites: Regional Variation of a Pragmalinguistic Resource”

Conventional expressions (e.g., “Te acompaño en el sentimiento”/“My condolences”) are shared by speech communities in specific situations, often indicating illocutionary force. They are important pragmalinguistic resources for native speakers and learners, and must be identified empirically for both research and instruction in pragmatics. Although Spanish is widely researched in pragmatics, SLA, and instruction, Spanish conventional expressions have not yet been investigated empirically (Bardovi-Harlig & Mossman, 2022). Spanish presents a challenge to the study of conventional expressions given its geographic range and regional variation.

This study collected data at three Spanish-speaking sites: Barcelona/Vic (N=39) and Salamanca/Extremadura (N=33) in Spain, and El Paso/Ciudad Juárez (N=26) on the US-Mexico border. Ninety-eight adult native Spanish speakers completed a computer-delivered oral discourse completion task (DCT) following Bardovi-Harlig (2009), Taguchi et al., (2013), and Bardovi-Harlig and Su (2018). The DCT included 58 speech-act scenarios that participants read and heard. We used three equivalent, regionally-adapted versions of the DCT, recorded by speakers native to the variety of Spanish. The 5,684 responses were recorded digitally and transcribed.

Conventional expressions were identified as strings of words that occurred in 50% or more of the responses for each site (Bardovi-Harlig, 2009; Culpeper, 2010; Taguchi et al., 2013). The results showed that some scenarios elicited the same expressions at the three Spanish-speaking sites; e.g., responding to an apology for coming late: “no te preocupes”/“don’t worry about it.” Others were different at every site; e.g., being late to meet a professor: “perdona” (Barcelona), “lo siento mucho” (Salamanca), and “disculpe” (Border). The Barcelona/Vic data exhibited more conventional expressions than the other two sites. Sometimes the sites in Spain patterned together, but sometimes Barcelona/Vic patterned with El Paso/Ciudad Juárez. Results show that pan-Hispanic conventional expressions for pragmatics cannot be assumed, but rather they must be investigated regionally, which has ramifications for teaching and learning.

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D

de Saussure, Louis and Ismaël Pozner

“Opening: Beyond meaning - The relevance of ineffable contents, from the procedural to the affective”.

The interpretation of language involves a massive amount of inferential reconstruction. It is generally presumed that inferences operate over propositions and that pragmatic meaning unfolds in propositional terms.

However, as widely acknowledged, sometimes what the Speaker intends to convey is too nebulous to be paraphrased in propositional, conceptual, terms – it is ‘descriptively ineffable’ [4], [16]; this happens when sharing impressions, emotions, aesthetic experiences, when manifesting attitudes, moods, subjective perspectives on the world, etc. A number of linguistic devices are typically recruited so as to achieve the aim of communicating such contents: expressives, interjections, intensifiers, creative metaphors and figurative speech, lexical choices, repetitions, etc. [6], [7], [8], [9], [15], [21]. Such aspects of meaning have a particular epistemic, persuasive, impact, that can be related to ‘epiphanic’ effects in communication and literature.

In a number of cases –typically with literature–, the ordinary setting of communication, where a Speaker intends her communication to be recovered, and the Hearer attempts at figuring out the contents of this intention through inferential heuristics (such as the principle of relevance [19], [20]) and Theory of Mind, does not seem to occur. Arguably, when one reads a poem, the interpretation does not seek to find out whatever *intended* meaning there might be. Notions such as ‘psychological *simulation*’ and ‘experiential’ meaning’ might be helpful [18], [21].

In L2 learning, the grasping of meaning often goes through a process which is not strictly conceptual, propositional, but rather one that involves the association of attitudes, moods, impressions and emotions to the verbal content (in particular with metaphors, [13]).

Last, a number of linguistic items are ‘descriptively ineffable’ not because they carry anything emotional or attitudinal, but because they encode pragmatic, contextual, computations (specific types of inferences). There are ‘procedural items’, such as, typically, discourse connectives, which incorporate more than ‘raw’ truth-conditional meaning, but also indexicals, attitudinal adverbs, particles, etc.; [2], [3], [5], [11], [12], [17]. The question is open of whether these items are also non-propositional after all, unless there is an overarching category of ineffable meanings.

This leads to consider links between these elements of language. One way is to assume that they are dedicated to ostensibly [1] prompting for action, attracting attention and work as effort-sparing helpers. They might all activate procedural ‘know-hows’ rather than abstract representations.

This interdisciplinary panel gathers scholars with the aim of extending our knowledge on non-propositional meaning in communication in its various dimensions.

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Despot, Kristina Štrkalj, Ivana Brač and Lobel Filipić

“Metaphor Enactment: (Un)veiling Truth through Intensified Insults”

In this talk, we will explore the dynamics of the relationship between metaphor, literality, truth, embodiment, and metaphor enactment. The interaction of metaphor and truth is the subject of interest and discussion in various disciplines. Even though it is clear that what is stated metaphorically is not true in the Aristotelian sense, within pragmatic approaches, metaphor is often not considered falsehood but rather truth expressed implicitly (Binkley 1974).

Within the framework of cognitive linguistic perspectives on metaphor, in this talk we will investigate one aspect of this complex relationship, shedding light on some of the ways in which metaphorical language can reveal and conceal truth. We will focus on metaphor enactment or metaphor literalization strategy (Despot, Ostroški Anić, and Veale 2023) in implicitly offensive language. We will use the implicitly offensive dataset annotated by Despot, Ostroški Anić, and Veale (2023), which is a part of the larger offensive dataset collected in the COST action *Nexus Linguarum*, comprising 331 documents labeled for categories of offensive language with the help of the INCEPTION tool (Lewandowska-Tomaszczyk et al. 2023). The qualitative analysis is performed on this dataset within the framework of figurative language analysis (Dancygier and Sweetser 2014), taking into consideration various theories of humour (Veale 2021), and silencing theory (Caponetto 2021).

Through examples of implicitly offensive discourse, we will demonstrate how metaphors, inherently "false" in their nature, can influence our perception of truth. Building on the principles of embodied cognition, we will show how metaphor, non-literal in all its definitions, can be literalized or enacted. The central claim of this paper is that metaphors are most effective when

literalized or enacted, that is when we pretend (especially when we believe) that they are true. Metaphor enactment is shown to be a very powerful strategy to intensify implicitly expressed insults.

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Díaz-Muñoz, Patricia

“Social networking sites as outsourced review platforms: Relational work on Facebook”

As recent studies in OCRs have shown, in addition to serving an informative function, online reviews can also have an important relational component (Hernández-López, 2019, 2022; Hidalgo Downing, 2022). In other words, reviewers manage and manifest their relationship with service providers through their reviews. Furthermore, these previous studies have concluded that the way reviewers manage their relationship with service providers varies depending on the prior contact between the participants (i.e., customers and service providers) and the norms and expectations within different review platforms.

Hence, the current research seeks to account for these variations drawing on Hernández-López's (forthcoming) distinction between “insourced” and “outsourced” review platforms. Within this framework, the present study examines travel reviews written on Facebook in terms of relational work (Locher and Watts, 2005, 2008), as Facebook has traditionally been considered as a social networking site with new secondary functions like the reviews section on accommodations' profiles. In this sense, Facebook is classified as an “outsourced” platform, for reviewers purposely search for it to evaluate the service received on an external platform, different from platforms managed by the service providers. Specifically, the aim of the study is twofold: on the one hand, to observe the aspects of the experience addressed by the reviewers, and, on the other, to examine the strategies performed by the reviewers to manage their relationship with service providers in Facebook reviews.

To this end, 200 reviews were collected from Facebook. Subsequently, a thematic analysis was conducted with the help of NVivo14 to observe the prominent themes within these reviews. Afterwards, the strategies contained in the reviews were identified and analysed qualitatively. The results highlight the importance of the social aspect of the stay, which is reflected through a prevalence of strategies intended to enhance or maintain the relationship with the service provider in the reviews.

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Du, Ping

“Interactive negotiation of cultural and professional identity in intercultural conflict resolution meetings”

This study aims to investigate the linguistic construction and negotiation of cultural and professional identities in workplace conflict resolution meetings. The analysis draws on the dataset of an ethnographic case study of conflict resolution in a multicultural organization in China, which comprises 16 audio-recorded meetings (29 hours), eight interviews, organizational documents and emails. This organization has seen continuous tension and non-cooperation between the international and Chinese managers, which culminated into a major management crisis when four Chinese managers handed in resignation. This paper will focus on the identity negotiations between Jack, an international manager, and the Chinese managers in conflict resolution meetings, drawing on Conversation Analysis (CA) and Membership Categorization Analysis (MCA) (Sacks, 1972). Preliminary analysis indicates that Jack consistently constructs a superior cultural identity by deploying ‘the hero narrative’ (van Dijk, 1984), together with a range of interactional devices for power and constraint (Fairclough, 2015). The hero narrative consists of four elements, namely, a us vs. them polarization, an inflexible culture-based ideology, an imagined battle between us vs. them, and a territory that ‘we’ (the ‘heroes’) are protecting from ‘them’. Interactional strategies for power and constraint include interruptions, face attacks (Culpeper, 2011a), and attitudinally marked prosody (Culpeper, 2011b) and rhetorical strategies. It is argued that the construction of a superior cultural identity serves the interactive (relationship-oriented) goal of domination, which is counterproductive to the problem-solving (i.e. task-oriented) goal in conflict resolution interactions. This paper will also examine the interactive strategies that the Chinese managers deployed to negotiate their identities by resorting to professional expertise and professional roles in the processes of dealing with Jack’s cultural identity construction. This study provides a sample at the micro level for our understanding of the larger scale intercultural collaboration at the macro level in the post-pandemic and ‘post-globalized’ world.

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E

Economidou-Kogetsidis, Maria, Milica Savić and Anders Myrset

“Young Learners’ Metapragmatic Awareness and Development in Request Appraisals”

This cross-sectional study aims to add to the scarcity of studies dealing with pragmatic comprehension and/or developmental patterns in young learners’ (YLS) requests. Specifically, YLS’ L2 metapragmatic awareness (i.e. their ability to verbalise reflections on the linguistic form of requests, the contextual features influencing requestive behaviour, or their interplay, with or without employing L1 as a frame of reference), has hardly been examined (e.g. Ishihara, 2013; Lee, 2010; Myrset and Savić 2021; Savić and Myrset, 2022). Using the above definition of ‘metapragmatic awareness’ as its point of departure, this study investigates three groups of young Greek Cypriot EFL learners of increasing age (aged roughly 9, 11 and 13 – total 88 learners). More specifically, it explores how these learners appraise their own L2 English requests, and subsequently verbalise explanations regarding the various pragmalinguistic and sociopragmatic issues surrounding the request constructions. The study uses requests for appraisals that were elicited through a video-prompted oral DCT (part of a broader study by the authors (Savić,

Economidou-Kogetsidis, Myrset, 2021), and elicits perception and metapragmatic data using an emoticon metapragmatic appraisal task.

Results indicated that these young learners were all broadly capable of understanding and discussing elements of L2 pragmatics (to a lesser or greater extent), and of judging the appropriateness of requests with some sensitivity to linguistic and contextual factors. All age groups were found to appraise conventionally indirect (CI) constructions positively, a finding which could be attributed to instructional effects as well as their overall increasing L2 pragmatic development. Yet, the youngest learners were found to appraise direct requests, mainly imperatives, more positively than the older learners. These positive appraisals decreased with age, revealing a shift in preference from directness to indirectness. It is argued that the youngest group's limited grammatical and pragmatic ability seemed to have contributed to their greatest reliance on L1 request constructions and norms. Whereas the young learners' considerations revolved primarily around the inclusion of marker 'please' and the reformulation with CI constructions, the older learners revealed a development in their ability to relate these, specifically the interlocutor, place and communicative situation, with linguistic realisations of requests, resulting in more nuanced appraisals.

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Escandell-Vidal, Victoria

“Single-word quotations and emotion. A procedural account”

Quotation marks serve a variety of purposes (for an overview, see De Brabanter, 2010; Saka, 2013; Gutzmann & Stei, 2011), including the verbatim reproduction of direct speech, the mixed combination of direct and indirect speech, and the deliberate distancing from an expression. The latter case, referred to as ‘scare quotation’, has sparked scholarly debates on its contribution to truth-conditional content, its semantic and pragmatic nature, and whether it necessarily entails attributing speech to a different speaker (see the contributions in De Brabanter (ed.) 2003 for discussion)

In this presentation, I will concentrate on the uses of single word quotations (i.e., quotation marks surrounding a lone content word, SWQs) in Spanish newspapers. Exploring their role in utterance interpretation raises crucial questions: Do SWQs behave as other kinds of quotation? Do they signal a shift to echoic use? Are they a mark of reproduced speech? Do they imply distancing from the expression used?

Working on a corpus of newspaper headlines, I will argue that single quotation marks around a single content word are becoming standard procedural signals to prompt the derivation of non-propositional effects (in the sense of Moeschler, 2009; Wilson & Carston, 2019; Ifantidou, de Saussure & Wharton 2021; Wharton et al., 2021; Wharton & de Saussure 2023). They operate as ostensive guides to derive interpretive effects along the expressive dimension of language. Hence, they are not a subclass of reported speech; rather, they overtly indicate that the speaker’s emotional stance towards the communicated content is not neutral, and that the recognition and identification of this stance is an integral part of the intended communicated message. This presentation demonstrates that a procedural approach can account for the interpretive properties of SWQs, shedding light on their role as emotional indicators.

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F

Fanlo Piniés, María

“Identity Projection through Social Negotiation in Fictional Character Interaction: A Socio-Cognitive Pragma-Stylistic Analysis”

The objective of my research is to demonstrate how a pragmatic analysis of interpersonal communication between fictional characters reveals identity claims through face management strategies and use of speech acts. In this cognitive stylistic analysis of fictional characters, I will use of politeness theory (Brown and Levinson 1987) and speech act theory (Austin 1962) in combination with the sociocognitive theory of mental models (van Dijk 1987) to throw light on how characters may make identity claims leading to changes in their relationships with other characters, and the effect on the readership’s mental model of the character.

The aim of theories of characterization is to hypothesise about how readers create a mental representation of fictional characters (Culpeper 2001), though little research has been conducted

on social relations between characters (Emmott 1997). My purpose is to demonstrate the relevance of characters' conversations for the projection of their self-concept, and the reader's attribution of personality traits. I want to propose that a pragmatic analysis of conversational interaction can clarify how characters attempt to challenge the established relationship with their interlocutors. As social identity and, more particularly, social specifications of power are not static but dynamic processes, these social dimensions can be negotiated through interaction by linguistic choice (van Dijk 1987). Thus, in conversation, characters may strategically attempt to modify the sociological factors proposed in Politeness theory: relative power, social distance and ranking of the imposition. Moreover, assumptions about communicative norms and the speech acts that can be performed in an activity type (Levinson [1979] 1992) may be questioned, leading to changes in the social context and the achievement of personal goals. In conclusion, my research shows how the pragmatic analysis of characters' identity negotiation in their social relations results in a deeper understanding of fictional characters.

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Fernández Montes, Iruñe

"A Cross-Cultural Approach to Apologies: The Cases of Peninsular Spanish and Anglosphere cultures"

Apologies are both, a speech act and a face-threatening act which has received scholarly attention (Beeching, 2019; Cordella, 1990; Rojo, 2005), but not as much from a cross-cultural perspective comparing peninsular Spanish and Anglosphere cultures. However, the issue of politeness is subject to social, cultural and contextual variables. Thus, the aim of this paper is to compare the use of apologies from a cross-cultural perspective.

The sample included participants from two groups: 38 for peninsular Spanish and 38 from the anglosphere culture. The term anglosphere includes participants from English-speaking countries, more precisely, the United Kingdom, Ireland, Canada and the United States. Data was gathered using Discourse Completion Tasks (DCTs) because it is one of the most used methods in pragmatics research (Schauer and Adolphs, 2006). DCTs consist of presenting situations and eliciting from respondents an explicit response to that context. More precisely, five different situations were presented to participants, where three variables – rank of imposition (rank of offence henceforth), power distance and social distance (cf. Matsumoto-Gray, 2009) – were controlled.

Participants made use of apologies with a similar frequency independently of their cultural background. Nevertheless, cultural differences seem to influence – albeit unconsciously – the strategy preferences of each group. Some of the strategies where both groups exhibited more differences included fillers (100% vs 0%), offering (57,97% vs 42,03%) and expression of self-blame (79,17% vs 20,83%). Even though the data in this study was not eligible for statistical tests due to its small sample size, it would be enlightening to increase the data sample and approach it quantitatively.

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Filippou, Dimitra

“Antisemitic and islamophobic positioning as linguistic manifestations of hate speech and conspiracy theories: the war in Israel and Palestine”

The war that began in October 2023 between Palestinian organisations (mainly Hamas) and Israel has initiated a new era of severe conflict and inhumane conditions in the West Bank that has been suffering for a long time from constant violence. Since the beginning of the war, crimes against humanity have been committed and the authorities of all states are on constant alert as they are fearing that a generalised conflict will spread, and tensions will escalate. In this context, internet and social media platforms are the places where all public positionings on the war emerge. This study focuses on antisemitic and islamophobic positionings as linguistic manifestations of hate speech and conspiracy theories regarding the war in Israel and Palestine. The data were drawn from greek social media, specifically Facebook and Twitter (X), and involve positionings regarding the attack on the Al-Ahli hospital in Gaza. The qualitative analysis exploits the methodological tools of sociopragmatics and aims to enrich the research on hate speech and conspiracy theories in online platforms (Allington & Joshi, 2020; Baider, 2022; Baider, 2023; Guillén-Nieto, 2023). Specifically, the goals of the study are: (1) to identify the characteristics of hate speech manifestations in terms of both antisemitic and islamophobic positioning, (2) to identify differences and similarities in hate speech depending on whether it targets Jews or Arabs, and (3) to highlight the relationship between hate speech and conspiracy theories in the context of war crimes and the multi-year conflict between the two groups. The initial findings of our ongoing research show that hate speech is manifested mainly through (a) justification and denial of war crimes and (b) incitement and expressed desire to commit new war crimes and crimes against humanity. Furthermore, hate speech is often observed to cooccur with support for conspiracy theories (see also Baider, 2022; 2023), while it appears that in many instances in our data one phenomenon feeds the other through specific linguistic strategies. The importance of this research

can be found in the severe reactions within the greek cyberspace as well as in greek society regarding the war in Israel. These reactions can often be initiated or organised through digital platforms and subsequently manifested through acts such as the recent vandalism of the Holocaust Memorial. Therefore, it seems crucial to identify the linguistic strategies through which online hate speech and conspiracy theories are expressed and related to various types of criminal action.

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G

Garassino, Davide Nicola Brocca and Viviana Masia

“Exploring Implicit Persuasive Techniques in Political Discourse: A Comparative Analysis of Politicians' Speeches and ChatGPT-generated Texts”

Human communication inherently seeks to influence others' beliefs and mental states, making persuasion an intrinsic aspect of communication (Mercier & Sperber, 2017). While communication is naturally designed to be persuasive, the use of non-*bona fide* true content (i.e. questionable or false), can transform persuasion into manipulation, benefiting one party at the expense of others (Reboul, 2017). Research indicates that certain linguistic strategies, particularly implicit communication, are effective in conveying potentially manipulative content (Sbisà, 2007; Pinker, Nowak & Lee, 2008; Lombardi Vallauri, 2019).

The widespread success of large language models (LLMs) has sparked concerns about their potential manipulative applications, enabling propagandists to exploit their capabilities for enhanced text quality and broader reach (Burtell & Woodside, 2023; Goldstein, Chao, Grossman et al., 2023; Goldstein, Sastry, Musser et al., 2023). Kreps, McCain & Grundage (2022) have highlighted the challenge users face in distinguishing between news articles produced by humans and those generated by language models like ChatGPT 3.5. Machines themselves can hardly tell the difference (Chaka Chaka, 2023).

This study aims to explore the connection between implicit meaning and potentially manipulative content, with a focus on political communication, known for containing non-*bona fide* true implicit content (Lombardi Vallauri & Masia, 2014; Garassino, Masia & Brocca, 2019 and Garassino, Brocca & Masia, 2022). Specifically, we delve into non-*bona fide* true presuppositions and vagueness effects (Lombardi Vallauri, 2019).

For the investigation, we compare texts from Italian and French politicians with those generated by ChatGPT 3.5 on polarizing topics, such as immigration and attitudes towards the European Union. We consider two French (E. Macron; M. Le Pen) and two Italian (G. Meloni; N. Zingaretti) politicians, representing diverse views on each topic. Their chatbot ‘versions’ are generated by ChatGPT.

Analyzing both parliamentary speeches and rally addresses, we looked for presupposition triggers, such as definite descriptions, change of state verbs, (semi-)factive verbs, and adverbial clauses (Levinson, 1983), as well as vagueness strategies.

This exploratory study poses several research questions:
How similar are the chatbot versions of politicians to real French and Italian politicians? In particular, is the frequency of non-*bona fide* true presuppositions and vagueness strategies comparable in original texts and in ChatGPT-generated texts? Is the discourse function of presuppositions and vagueness strategies in Chat GPT’s texts similar to that in real politicians’ texts?

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García-Gómez, Antonio

“Masculinities and narrating sexual aggression through sexual scripts on dating apps for men who have sex with men”

Whilst there is a growing body of literature on the normalisation of abuse in youth digital sexual image exchange (Ringrose et al., 2022; Stonard, 2021), mediated intimacies and sexual harms among men who have sex with men (MSM) in online contexts still remain largely neglected (Barker et al., 2018).

By looking at the sexual scripts and behaviours MSM exhibit in 600 profiles gathered from *Grindr*, *Scruff* and *Wapo*, this study looks to develop an account of postdigital intimacies and investigates technology-facilitated sexual violence in dating and hook-up apps (Dietzel, 2021), and therefore, responds to the growing interest in understanding the norms and practices that underlie rape culture.

The discourse analysis of these profiles give evidence of the wide range sexually violent behaviours narrated in this online space. More importantly, the enactment of masculine and feminine practices shed further light on the norms and practices that underline rape culture since inspection of the role of sexual scripts in sexual aggression reveals that there seems to be a direct link between sexual aggression and the enactment of masculine and feminine practices. Interestingly, both the social location “man” and “women” seem to go hand in hand with the condonation and trivialisation of male sexual aggression. This, in turn, highlights the different types of femme devaluation that operate in the construction of these men’s gendered and sexual identities.

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Gesuato, Sara

“University students’ reading comprehension performance and perceived difficulty of comprehension items – processing a narrative text in Italian L1 and English L2”

The ability to understand texts involves processing their overt content and implied meanings. This may pose challenges to children (Bill et al. 2016), elders (Domaneschi, Di Simona 2019) and language learners (Feng 2022; Prior et al. 2014). Typical Development (TD) adult native speakers, on the other hand, are expected to engage in reading comprehension successfully and confidently, since they have no cognitive impediment and an excellent mastery of the language. This study investigates young adults’ skills and perceived difficulty in retrieving different types of meanings in writing.

These questions were addressed: How accurate are TD young adults at detecting different types of information in a narrative text written in Italian, their native language (NL) and English, a foreign language (FL)? Are the information units they accurately recognise perceived to be easier to process than those that are not accurately retrieved?

A questionnaire was designed for gauging readers’ ability to recognise presuppositions, entailments, and unstated content. It comprised a reading passage, 19 multiple-choice comprehension items, and 19 items for rating the difficulty of the comprehension items on a 4-point scale. Adopting a between-participants design, it was administered online to volunteer Italian university students in an Italian (49) and an English version (49).

Accuracy in retrieving information was fairly high (68%), especially among entailments (84%), and less so among presuppositions (64%) and unstated information units (61%). More correct responses were collected with the English (70%) than the Italian (65%) questionnaire. The comprehension items were mainly rated as somewhat easy (English: 19%, Italian: 35%) or very easy (English: 72%, Italian: 52%), even when erroneous answers were provided, with slight

variation across meaning categories (entailments: 94% English, 82% Italian; presuppositions: 90% English, 88% Italian; unstated information units: 86% English, 80% Italian). Finally, both accuracy values and perceived difficulty values varied across items within each dataset.

The findings suggest the following: nativeness was not a reliable predictor of processing accuracy, the possible reason being that greater concentration efforts were put into decoding the L2 text; the perceived difficulty of the items was not always matched by comprehension accuracy maybe because some answers were the result of guesswork rather than logical, informed thinking; and each meaning unit may have a distinctive semantic profile requiring specific focused processing, since accuracy and perceived difficulty values varied across items within the same category.

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Gesuato, Sara and Elisabetta Pavan

“Who gets the better end between humans and AI virtual assistants? Spontaneous vs AI-revised requestive emails in Italian L1 and English L2”

Although email is a popular form of communication (Halenko et al. 2021), it poses challenges to writers engaging in institutional interaction with superiors, as is the case with students addressing their lecturers. In particular, sophisticated pragmatic competence is required when email writers require their addressees' assistance in pursuing their goals, that is, when expressing requests (Alcón-Soler 2015). Under such circumstances, non-native-speaking email

writers face additional challenges, as they are likely to rely on atypical practices, which may lead to being judged negatively (Chen et al. 2016). Recent years have witnessed a surge of interest in student email writing (Bella 2021; Barón, Ortega 2018; Economidou-Kogetsidis et al. 2021; Halenko, Winder 2021; Nguyen, Pham 2021; Ren, Liu 2021; Savić, Đorđević 2021; Usó-Juan 2021), with some cross-linguistic studies reporting various forms of L1 interference in the L2 (Codina-Espurz, Salazar-Campillo 2019; Economidou-Kogetsidis 2021; Schauer 2021). However, studies comparing English and Italian requestive email discourse are still scant (Gesuato & Pavan forthcoming).

This contrastive research examines spontaneous student email requests to faculty in Italian L1 (56 texts; 3,700 words) and English L2 (56 texts, 4,700 words) and their reformulations produced by ChatGPT, reporting on the assessment of their perceived adequacy. Four evaluative dimensions were considered: structure and interaction management, content, requestive strategies, and form, each comprising multiple features. Most features were rated with binary values (positive, negative), while accuracy and register were rated on a 3-point scale (positive, fair, negative).

Three findings emerged: the spontaneous Italian data received slightly higher values than the English data for communicative effectiveness; the ChatGPT revised texts were rated slightly better than the spontaneously produced texts; and the revised Italian and English texts more often revealed problems in register choices. The study suggests that ChatGPT provides effective suggestions on requestive strategies and formulation, but is less helpful in correcting spelling and stylistic oversights.

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Giunta, Giulia and Viviana Masia

“Detecting implicit manipulative communication: educational perspectives”

It is well established that implicit communication can be used to convey tendentious information in a deceptive way (Oswald et al. 2009). The discourse strategies that are more commonly associated to this function are implicatures (Grice 1975) and presuppositions (Stalnaker 2002), among others. Linguistic implicitness works as a powerful distractor from the flaws of a message: people tend not to devote much attention to what is implicitly conveyed (Loftus 1975; Erickson & Mattson 1981 Sanford & Sturt 2002; Schwarz 2015). Thus, manipulative implicit communication often undermines citizens’ and consumers’ awareness and power of choice (Sbisà 2007; van Dijk 2011; Reboul 2011; Saussure 2013; Oswald et al. 2016; Lombardi Vallauri 2019).

This scenario inevitably calls for action and, precisely, a sensitisation route to improve people’s ability to understand how certain uses of language can turn out to be manipulative. In her seminal work on linguistic education about implicitness, Sbisà (2007) demonstrated that pupils

from lower secondary schools can be educated to recognise implicitness. However, Sbisà's study had the limitations of lacking (a) a control group, (b) an assessment of participants' competence before the training, and (c) statistical analyses to confirm the effectiveness of the educational intervention.

In this talk, we would like to present the data gathered within a project work conducted with Italian-speaking high school students to empower their critical awareness on the manipulative effects of implicit language with a view to assessing how a consistent and structured training on the recognition of implicatures and presuppositions, among other strategies, may improve their mental representation of a given message. The training consisted of a short and interactive course of 30 hours. Besides theoretical explanations, students have participated in hands-on sessions where they were asked to recognise manipulative implicit meanings. Participants' capacity to recognise implicit communicative strategies have been tested before and after the intervention, using a questionnaire.

Through this study, it has been possible to (a) assess the possible success of training adolescents to recognise linguistic phenomena typically associated with the (manipulatory) implicit conveyance of meanings, and (b) put to test a possible methodology to extend the project to other targets of interested addressees, thereby increasing their capacity to critically read a text and inspect all its linguistically explicit and implicit components.

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Gu, Jiawei and Janet Ho

“The Construction and Negotiation of Africanness and Blackness in the Chinese Social Media: A Critical Discourse Analysis”

In contrast to the West, racial issues in China have remained underexplored, though the anti-black and anti-African sentiments are becoming increasingly salient. Drawing on the Okonkwonwoye Case, where a Nigerian man named Okonkwonwoye brutally attacked a Chinese nurse in 2021, this study develops a contour of how Blackness and Africanness are discursively and dialogically constructed and negotiated in Chinese cyberspace. We collected 2517 posts and 21,995 comments from Weibo, one of China's most popular microblogging platforms, using keyword searching and Octoparse, an automatic web-scraping tool. Taking a social constructionist (Berger & Luckmann, 1966) and a symbolic interactionist perspective (Mead, 1934), and conducting a critical discourse analysis, the study reveals that using the predicate “biting”, Chinese Internet users establish a metonymic connection between Black people and uncultured animals, representing the former as unevolved and subhuman; the concept of “素质”, a unique Chinese concept translated as “quality”, is used to distinguish the Chinese Self with “high quality” and Black Other with “low quality”. Notably, arguing that discrimination against Black people should be attributed to their “low quality”, this quality discourse also functions to shift the responsibility

of discrimination to the victim. Moreover, as the incident occurred in Guangzhou, a Chinese city that hosts the largest African community in China, Chinese Internet users also discuss the African migrants in China, during which, deploying the hyperbolic discourse of numbers, they define Africans in China as the synonym for illegal stayers. However, the prejudiced representation of African migrants is challenged by some users, manifesting the contested process of meaning construction. Nevertheless, this challenging voice remains mitigated and quantitatively subtle, indicating the possible normalisation of the racist discourse in Chinese cyberspace.

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H

Harvey, Gemma

“Reflections of Conflict in North Cambridgeshire”

We all navigate our lives creating, maintaining, and modifying our relationships with people and the environment relative to our current aspirations and goals, sense of self, and perceptions of the world around us (O’Driscoll 2020: 4). As part of this relational process, conflict is inevitable as we choose to align with and defend some communities and denounce and distance ourselves from others (Haugh et al. 2022: 117).

My presentation will discuss the findings of my ethno-discursive sociopragmatics study which aims to identify and elucidate the language used to represent and reflect upon interpersonal conflict and conflict with the linguistic landscape. It investigates this within the Fenland District of North Cambridgeshire; an area – like many rural market towns in Britain – that has been ‘left-behind’ in terms of socio-economic development. The findings currently suggest that conflict is construed by attributing particular value positions, emotional reactions, socio-moral judgements, and face negotiation strategies to conflict participants. For instance, participants typically attributed monoglossic or dialogically contracting utterances in addition to socio-moral judgements of incompetence, harmfulness, and deceptiveness to their alleged conflict initiator.

Participants would then attribute emotional reactions of unhappiness, insecurity, dissatisfaction, and disinclination to themselves. The findings also suggest that the intensity of the emotional reactions experienced, socio-moral judgements imparted, and conflict negotiation strategies used are influenced by the alleged conflict initiator's supposed value position and whether the participant perceived that the initiator intended to cause offence.

A significant outcome of the current study is that I have developed a model of conflict navigation informed by my own findings in addition to previous influential theories and models of (im)politeness and offence (e.g., Culpeper 2011; Kádár et al. 2019; Spencer-Oatey and Kádár 2021), appraisal (Martin and White 2005), moral judgement (Haidt 2012), and conflict face negotiation (Ting-Toomey 2017).

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Haugh, Michael

“The third wave in (im)politeness research”

It is now widely accepted that the theorisation of (im)politeness can be characterised as having developed through successive waves. However, while the first wave is now widely taken to refer to ‘classic’ pragmatic accounts of politeness first published in the 1970s and 1980s (Brown & Levinson 1978/1987; Lakoff 1973; Leech 1983), and the second wave is now generally equated with the ‘discursive’ or ‘postmodern’ turn in the first decade of the 2000s (Eelen 2001; Mills 2003; Watts 2003), what is encompassed by the third wave has not been as clearly articulated to date. In this presentation, I consider the question of how we might go about characterising the third wave, and the implications of this for the theorisation of (im)politeness. I begin by first outlining the way in which (im)politeness research has been described as having developed through three successive waves, and how what defines this third wave of research has been left largely unspecified. I then move to discuss how a scientometrically-informed perspective on publications about (im)politeness that have emerged over the past decade can give us a sense of the increasing diversity in third wave research, before going on to consider in more detail the epistemological and methodological pluralism that arguably characterises third wave (im)politeness research. I conclude by considering the implications of this epistemological and methodological pluralism for ongoing efforts to advance our understanding of (im)politeness, and where the field might be heading next.

Hodeib, Christina

“Impoliteness in Syrian Arabic: Analyzing responses to a video posted on Facebook”

This research examines impoliteness strategies as used by native speakers of Syrian Arabic in response to a video posted by a young Syrian content creator on Facebook. The content creator sarcastically responds to a well-know, older, and popular Syrian actor, who had criticized the content created by young and contemporary social media influencers and YouTubers. The data, which comprise 200 comments, were analyzed qualitatively, based on previous impoliteness taxonomies (Culpeper 2005; 2011). The results reveal that both on-record and off-record strategies are employed, with an overwhelming preference for on-record impoliteness. More specifically, the

users opted for attacking the negative face of the content creator by belittling him, associating him with negative aspects such as being silly and lacking in manners and respect, in addition to addressing him in a condescending manner. Attacks on positive face are also present in the users' insults to the content creator and their explicit disagreement with the content presented in his video. As for off-record strategies, the users heavily relied on rhetorical questions that give rise to implicatures that undermine the target's quality face and relational face as a content creator who lacks skill, life experience, and creativity (Spencer-Oatey 2008). A deeper analysis of the data shows that impoliteness arises as a form of moral restoration (Kádár et al. 2019; del Saz-Rubio); the content of the video is perceived as a violation of the moral norm of respecting older and experienced individuals and the users deploy impoliteness strategies to assert this moral code by repeatedly pointing out the young age of the content creator and his lack of respect to the fame and expertise of the veteran actor

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I

Iza Erviti, Aneider and M^a Sandra Peña Cervel

“Constructivist Perspectives on Discourse Marker Instruction”

Over the past decade, there has been a significant increase in literature concerning the pedagogy of discourse markers, with particular emphasis on those pertaining to contrast, temporal, and causal relations (Domínguez García, 2016; Jones & Carter, 2014; Polat, 2011). Besides, many studies have pointed at the usefulness of the constructional paradigm for L2 instruction (Caluianu, 2016; Lj Vujić, 2016; Llopis-García, 2021; Ruiz De Mendoza Ibáñez & Agustín Llach, 2016) and contemporary theories of language acquisition have begun to acknowledge the role that constructions play in the creation of meaning.

Nevertheless, the possibility of employing the constructional approach for the explicit teaching of discourse markers remains largely unexplored. It is therefore necessary to formulate specific pedagogical strategies to teach discourse constructions, particularly when the cognitive grounding between L1 and L2 differs. In light of these considerations, this presentation provides “user-friendly” explanations and activities to help Spanish advanced students of English as L2 understand the use of discourse constructions in context.

To achieve this goal, this presentation proposes a task-based language teaching methodology, emphasizing a student-centred approach, based on a three-step procedure. In step 1, instructors are encouraged to exemplify L2 usage of constructions through engaging excerpts extracted from captivating songs that feature these constructions. In step 2, students are asked to derive usage constraints from the L2 examples and link them up with their cognitive motivation. In step 3, students have to complement their usage conclusions with direct instruction about the cognitive motivation in L2.

This pedagogical approach is designed to facilitate the acquisition of English as an L2, allowing learners to establish a connection between language and cognition. Consequently, these student-centred activities will also raise learners’ language and cultural awareness.

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J

Jones, Rodney

“Trolling the bot: Human-machine performances and AI imaginaries”

When people interact with “intelligent” agents, such as chatbots, they often engage in verbal provocations as a way to test the limits of the agent’s “intelligence” or apparent “humanness”. One function of such exchanges is to aid people in developing pragmatic parameters and inferential processes for conversing with machines, what I have previously called algorithmic pragmatics (Jones 2020). Recently, it has become popular to share these provocative exchanges over social media in the form of metapragmatic artifacts, such as screenshots of conversations with chatbots or videos of interactions with voice assistants. In this talk I will focus on three examples of such artifacts: 1) performances of conversations with Amazon's Alexa and Apple's Siri posted as short videos on YouTube and TikTok, 2) screenshots of people’s intimate conversations with the virtual companion Replika, and 3) outputs people have received after presenting provocative

prompts to large language models. Based on my analysis I argue that these metapragmatic artefacts function to facilitate collective engagements with algorithmic pragmatics that feed into larger societal imaginaries, not just about artificial intelligence, but also about what it means to produce “appropriate” language and what it means to be human.

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K

Kavetska, Alisa-Anastasiia

“Are you melting with heat?”: A relevance-theoretic analysis of unconventional uses of emojis

The paper presents a study on less common or straightforward uses of emojis in text-based CMC. A pool of naturally occurring instant messaging chats containing peculiar, non-conventionalised uses of several selected emojis by users from different linguistic and cultural backgrounds was collected for qualitative scrutiny. Emoji comprehension is analysed through the lens of relevance theory (Sperber & Wilson 1995; Wilson & Sperber 2012).

It is argued that emojis can be used to convey meanings which are indeterminate (Sperber & Wilson 2015). Such uses of emojis, although quite common, have to date received little attention from scholars. A particularly interesting case is the “melting face” emoji (U+1FAE0 in Unicode), which has been used with a variety of intended interpretations in different communicative situations.

The analysis reveals how highly personalised, unconventional uses of emojis can result in *hearer-centred implications* (Yus 2021) or even cases bordering on misunderstanding. The underlying claim is that by resorting to unorthodox emoji use, the sender does not intend to communicate a specific (non-)propositional meaning, but rather “stirs the thoughts of the audience in a certain direction” (Sperber and Wilson 1995: 60), sharing an *impression* (Sperber and Wilson

2015) with them. In other words, the sender communicates an array of weak assumptions which may yield non-propositional effects. In that way, users may try to employ emojis as a hyperpersonal affordance (Walther 1996) to express weak communication effects in text-based CMC in the absence of other non-verbal means typically available in FtF communication (cf. Hancock et al. in press). Another motive behind a particular emoji use might be creative self-expression as part of the users' crafting of their digital image.

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Konat, Barbara, Monika Obrebska, Ewelina Gajewska and Nadia Dembska

“Emotion in Reason: Integrating Cognitive Pragmatics and Affective Science into Argumentation”

This paper explores the role of emotions in argumentation, integrating insights from argumentation theory, affective science, and cognitive pragmatics. It aims to bridge the gap between traditional argumentation theory (van Eemeren and Grootendorst, 1987; Walton, 1992; Budzynska and Reed, 2011) and the pragmatic aspects of language, highlighting the importance of emotional content in arguments. Recent advancements in the intersection between pragmatics and argumentation are recognized in the “Journal of Pragmatics” (Oswald, 2023a) and a special

issue of “Languages” (Oswald, 2023b). Affective science contributions to pragmatics include (Wharton et al., 2021; Wharton and de Saussure, 2023). Studies have examined emotive language in argumentation (Cigada, 2019; Plantin, 2019) and ineffable elements in arguments (Gilbert, 2002). We build on this by proposing a new model for emotional argumentation and pathos.

We propose an interactional model of pathos, redefining emotional appeals in argumentation from a modern, computational perspective. Central to our model is the recognition of pathos as a dynamic, interactive force in argumentation, transcending traditional propositional content. This approach illuminates how linguistic devices like metaphors (Santibanez, 2010) and expressives play a crucial role in framing emotional appeals, often conveying meanings that are descriptively ineffable yet pivotal in persuasive discourse.

This paper presents the results of the argumentation study, focused on emotional appeals, in which we delved into televised pre-election debates in diverse linguistic contexts, identifying pathotic argument schemes using Walton’s frameworks. The paper also presents a novel application of computational methods to analyze emotions in language. Utilizing large language models and other AI tools, the study provides insights into the emotional dynamics underlying persuasive arguments. This computational analysis is complemented by a psycholinguistic experiments investigating the impact of emotional appeals on perceived argument strength. Ultimately, this research enhances our understanding of emotions in argumentation and opens new avenues for using computational and psycholinguistic methods in analyzing persuasive communication.

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Kulyagina, Anastasia and Ariadna Sánchez-Hernández

“The development of second language (L2) pragmatic competence in digitally mediated communication: a focus on requests and refusals”

This study explores the development of pragmatic competence of English as a Foreign Language (EFL) students in digitally mediated communication (DMC). Nowadays, DMC is increasingly replacing physical interactions due to its benefits such as speed of interaction and exposure to different contexts (González-Lloret & Ortega, 2018). This space involves its own communicative norms which L2 students need to be aware of to be pragmatically correct (González-Lloret, 2022), and to avoid misunderstandings and possible erroneous judgments about them (Lim et al, 2022). This study focuses on the context of DMC in the academic sphere, a context involving frequent interaction among students and between students and professors via emails and instant messaging online platforms. More particularly, it explores how a group of EFL learners develop their second language (L2) pragmatic ability in DMC during their first semester of English-language related studies. In addition to this, since the development of L2 pragmatics constitutes a complex process (Takahashi, 2019), we also explored the role different individual differences may play on the reported pragmatic development.

With this in mind, the participants of this study consist of thirty-four first year undergraduate students of the Translation and Interpretation degree at a public university in Spain.

The participants were asked to complete a questionnaire involving background and language attitude questions as well as a discourse completion task including emails and WhatsApp messages with requests and refusals. A post-test was implemented after five months. Then, a quantitative analysis was performed to answer the research questions concerning (1) the development of pragmatic competence of the students, (2) the role of attitude towards English in speech act production, and (3) the role of intensity of interaction and previous study abroad on pragmatic development. Findings will be discussed in terms of their contribution to the understanding of EFL pragmatic development in DMC.

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L

Lai, Su

“A Strategy-based Approach for Teaching L2 Pragmatics: The Moderating Role of Motivation”

Pragmatic instruction has been demonstrated to be effective in improving L2 learners’ pragmatic ability, with various factors, such as the type and length of instruction, shown to moderate its effectiveness (see [Ren et al., 2022](#), for a review). Employing a pre-test, post-test, and delayed post-test design, this study investigates the effect of strategy-based pragmatic instruction ([Usó-Juan, 2022](#)) on developing Chinese EFL learners’ pragmatic ability, specifically in relation

to writing appropriate student-faculty invitation-request emails. Additionally, it examines the role of motivation, categorised into three types: email pragmatic motivation, pragmatic motivation, and L2 motivation, in moderating the effectiveness of instruction.

A total of 188 university students completed a motivation questionnaire, based on which 40 were selected to form a high-motivation group and another 40 a low-motivation group. The participants then completed a Discourse Completion Task (DCT) to establish their initial pragmatic ability. They subsequently received 12 hours of pragmatic instruction over one month, in which they were taught three cognitive and three metacognitive strategies (Taguchi, 2018) to help them acquire the form–function–context mapping of email invitation-requests in academic contexts. The post-test was administered one week and the delayed post-test six months after the instruction.

Results indicate that both groups showed significant improvement in the post-test, as reflected in their increasing use of less direct strategies, mitigators, as well as full openings and closings (Economidou-Kogetsidis et al., 2021). However, sustained progress in the delayed post-test was only evident among highly motivated learners, especially those exhibiting strong pragmatic motivation. The results affirm the efficacy of the novel strategy-based approach in teaching L2 pragmatics, and highlight the moderating role of motivation in the process of pragmatic instruction.

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Langkau, Julia

“Literariness and the Creative Use of Imagination”

Kendall Walton (1990) and many others have defended the idea that when we read fiction, we are asked to imagine, while when we read non-fiction, we ought to believe. Since its introduction, this distinction has shaped much of the discussion of our engagement with fiction. Derek Matravers (2014) has recently argued that the distinction between representations and confrontations is more crucial: a text or representation of a lion, fictional or non-fictional, invites us to build a mental model, whereas a confrontation with a lion requires action. In my paper, I will argue that there's a third distinction which can explain differences in our engagement with two kinds of text and which, like Matravers' distinction, cuts across the distinction between the fictional and the non-fictional: the distinction between text with a feature I call 'literariness' and text without this feature. Literariness involves stylistic or expressive means such as metaphors, comparisons, in-terms-of relations, etc. I will argue that reading literary text invites us to engage in a creative use of the imagination, while non-literary text doesn't. Creative imagining involves experiential imagination such as mental images, affective states, what-it-is-like states and embodied mental states. I will give three minimal criteria of the process of creative imagining and distinguish the creative use of imagination from closely related phenomena. I will finally argue that my account of our engagement with literary text can explain the wide-spread intuition that fiction is intimately related to imagination.

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Li, Juan

“Interdiscursivity and Pandemic: Representations of Social Actors, Processes, and Events in *The New York Times*’ Discourses of the COVID-19 Pandemic”

Adopting an interdiscursive approach to critical discourse analysis developed by Fairclough (1992, 2003) on the basis of Bakhtin’s (1981) dialogic vision of language, this study investigates the complex and interwoven discursive relations between various social and institutional practices in *The New York Times*’s representation of the COVID-19 pandemic at the beginning of its outbreak in the United States. Drawing on methods offered by Systemic Functional Linguistics (SFL) (1994), this study analyzes how linguistic representations of social actors, processes, and events in *The New York Times*’ front-page articles about the pandemic construct knowledge about the disease within and across various institutional domains (see van Dijk 1988 and 1989 for motivations of choices of front-page news articles as the data for analysis in this study). In doing so, the study examines how semantic and formal relations between words, clauses and sentences in the news texts work to create specific social structures, actions and practices during the pandemic in the U.S. context. Focusing on three dominant discourses circulating in the newspaper’s narrative of the pandemic – discourse of medicine, discourse of chaos vs. unity, and discourse of politics, the analysis demonstrates that *The New York Times*’s narrative of the pandemic traverses between social and discursive practices associated with the medical, the economic, the personal, the political, and the global. The analysis further suggests that while the pandemic generates various discursive practices in distinct institutional domains in *The New York Times*’s discourse, it also functions as a mechanism to recontextualize each discursive and institutional practice and to reconstruct the divisions and connections between them, creating a dialogic vision of the pandemic that emphasizes the negotiations and reconciliations between different orders of discourse in a pandemic world. Such an analysis of interdiscursivity of language and discourse informed by methods of SFL is able to account for the complex social and institutional relations encompassed in discourses of the pandemic, offering a comprehensive and coherent understanding of the ways in which the pandemic shapes and is shaped by various aspects of human life and institutional practices.

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Lindholm, Loukia

“When your Italian friend approves, the place is definitely good”: Constructing the authentic in user-generated online restaurant reviews”

This paper adds to the growing literature on the discourse of online consumer reviews by exploring the construction of ‘authentic cuisine’ in restaurant reviews on the TripAdvisor platform. Taking a qualitative, discourse-pragmatic approach, the analysis focuses on online reviews in English in a sample of ethnic restaurants in three Nordic capitals, Helsinki, Stockholm, and Oslo. The paper shows how reviewers use explicit and implicit evaluation devices to make authenticity assessments —positive and negative— about food that reveal perceptions and expectations of what constitutes authentic cuisine in ethnic restaurants. Notably, the paper demonstrates that the construction of authenticity in user-generated reviews is intrinsically linked to identity work: reviewers position the self or the other as an expert through the use of direct assertions but also indirect strategies that legitimize their authenticity assessments.

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Long, Christopher

“The indirect expression of affection: ‘Contrastive salience’ as a marker of intimacy in Japanese film dialogues”

Studies report a lower frequency of direct expressions of affection in Japanese (e.g., ‘*aishiteiru*’) compared to the use of similar expressions in English (e.g., ‘I love you’) (e.g., Kimura, 1998; Wilkins & Gareis, 2006). Given this difference, Long (in press) investigates English expression of ‘love’ in Japanese audiovisual translation (subtitling and dubbing) and reports a significantly greater use of source language (i.e., English) oriented direct translations (e.g., ‘*aishiteiru*’). This, he argues, serves to emphasize ‘otherness’ in the ‘localization’ (Jiménez-Crespo, 2013) of foreign films to a Japanese domestic consumer.

Although direct expressions are less frequent, Japanese speakers are not necessarily lacking in their conveying of affection. A more likely conclusion is that they rely to a greater degree on indirect strategies. To investigate this possibility, a subset of the 50 movie corpus of Japanese movies utilized by Dean and Long (2024) was selected and quantitative analyses were conducted to assess the relative frequency of occurrence of direct versus indirect expression of affection. Qualitative analyses were also conducted to identify the nature of the indirect strategies employed.

Results reveal twice the occurrence of indirect compared to direct expressions of affection in the movie dialogues analyzed at the time of writing this abstract. Moreover, qualitative analyses identified two main strategy types: (1) Routinized expression used out of context and (2) hypothetical statements. A Social Cognitive Account of Relational Work (Long, 2016) is utilized to illustrate how both rely on a similar underlying mechanism (i.e., ‘contrastive salience’) to mark a relationship as romantic and thus convey affection in an indirect fashion.

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Losier, Line and Sylvia Kasparian

“The role of impoliteness strategies in gamer online conversations: towards a multidimensional model”

The perceptions of face-threatening acts (FTA) or impoliteness strategies vary based on context and individuals involved. This reflection fueled our interest in impoliteness strategies (Culpeper, 1996; Culpeper et al., 2003) used during online video games, and their different effects on the relational work (Locher & Watts, 2005; Watts, 2005) between the participants. If the context influences the degree of impoliteness of an FTA, we can expect that online video game conversations may have their own standards (Berry et al., 2021; Colón de Carvajal, 2016; Graham, 2007; Graham & Hardaker, 2017). Our research (Losier, 2023) validated this phenomenon in conversations that occurred during eighteen publicly broadcasted video game sessions on the Twitch and YouTube platforms. To analyze our data, we employed an interactional and linguistic approach that centers on the dynamics of the interaction and the relationships among various speech acts within conversations (Bousfield, 2007; Culpeper, 1996, 2011; Locher & Watts, 2005; Mondada, 2008). Our multimodal analysis simultaneously considers different conversational aspects: verbal, paraverbal, non-verbal, and emotional. We were then able to compile a list of diverse face-threatening acts (Brown & Levinson, 1987) within our corpus, such as insults, threats or orders (Kerbrat-Orecchioni, 2001), which might be considered impolite in different settings, and subsequently categorized them according to their pragmatic function. By analysing the reaction of the other participants and the course of the conversation, we then attempted to determine their effects on relational work to verify whether they are considered acceptable and

appropriate, therefore polite, or unacceptable and inappropriate, therefore impolite (Locher & Watts, 2005; Watts, 2005), in the context of these conversations.

In our presentation, after presenting our corpus and the methodology used to analyze these interactions, we will discuss the dynamic, multidimensional model we have developed as a synthesis of our results.

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Lumer, Eleonor and Hendrik Buschmeier

“Combining first- and second-order politeness: Lay peoples’ insights on human–human and human–robot interaction”

Existing research distinguishes lay peoples’ conceptions and use of politeness (first-order perspective) from a theoretical approach to politeness (second-order perspective) (Locher & Watts, 2005; Watts, 1992). Recent work, criticizing this binary distinction, proposes methods to combine both perspectives (e.g. House & Kádár, 2023; Spencer-Oatey, 2011).

We consider a politeness model based on first-order insights, resulting from lay peoples’ perspectives on politeness (Lumer & Buschmeier, 2023) and discuss it theoretically (second-order perspective), comparing it to existing models (e.g. Spencer-Oatey, 2008). In Lumer and Buschmeier (2023), we interviewed German speakers to gain insights on lay peoples’ expectations regarding politeness. We analyzed the interviews using thematic analysis and found, among other topics, two main politeness strategies: adaptive and rule-governed politeness strategies (Lumer & Buschmeier, 2023). These strategies are comparable to dichotomous politeness strategies (e.g. positive and negative politeness in Brown and Levinson, 1987, or associative expressiveness and restraint in Spencer-Oatey, 2008, building on Scollon and Scollon, 1995).

We also collected participants’ expectations regarding robots’ use of politeness. This additional perspective on interaction did not only provide insights for human–robot interaction, but also for linguistic politeness research, i.e. human–human interaction. We found that one of the two complementary strategies identified in our data (adaptive politeness) implies the use of the other (rule-governed politeness), the latter of which appears more fundamental for interaction. This follows from the finding that participants mostly expected robots to use rule-governed and not adaptive politeness. This result only arose because participants considered interaction with non-human agents in addition to human–human interaction — a methodological benefit.

This paper presents insights gained by comparing a model built on first-order politeness to already existing theoretical models. Our results support contemporary views of politeness as a relational phenomenon rather than a rational one (in line with e.g. Hodeib, 2023).

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M

Madella, Pauline

“Could we BE more white trash?” Prosodic and nonverbal cues to Chandler Bing's sarcasm: Where relevance theory and conversation analysis meet”

This paper shows how complementary relevance-theoretic pragmatics and conversation analysis can be when it comes to understanding the use and comprehension of sarcasm in interpersonal communication. In this paper, I analyse the pragmatics of sarcastic irony in the voice of TV sitcom F.R.I.E.N.D.S's iconic comedic genius: Chandler Bing, the so-called 'king of sarcasm'. The challenge of pragmatics is to account for how a speaker's ironical intentions are communicated and understood as ironical. It is also to explain what makes particular expressions of attitude sarcastic. In the light of relevance-theoretic claims on verbal irony and sarcasm specifically (Sperber and Wilson, 1981, 2012), I show how prosodic cues, including contrastive stress (Scott, 2021; Madella, 2023) and some of Chandler's – and Matthew Perry's – unique intonation patterns, cadences and nonverbal behaviours all play an integral part in understanding Chandler's sarcastic intentions. As I demonstrate, the speaker does more than just 'make as if to say' – Grice's phrase (1967/1989); he 'acts as if to be'. More specifically, I point out to how the speaker's dissociative attitude towards the proposition expressed may lead to a more nebulous interpretation, one that is hard to pin down in procedural and conceptual terms (Wharton, 2009). From a conversation analysis perspective, this paper also looks into how Chandler's sarcasm resonates with what Haugh (2010, 2014) describes as an act of 'jocular mockery', characterised by either 'taking the piss' (Goddard, 2009), deadpan jocular irony (Goddard, 2015), or verbal and non-verbal imitation and impersonation (Norrick, 2004). While it can be evaluated as threatening to the face of his addressee(s) and to the relationship of those interacting, Chandler's sarcasm can also be evaluated as 'supportive of their relationship' (Haugh, 2010) as F.R.I.E.N.D.S.

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Maillat, Didier

“No offence, but attitudinal inferences are derived from euphemisms”

Euphemisms constitute an elusive form of figurative language applied to convey an attitudinal stance that seeks to weaken the emotional impact of an utterance. Moreover, euphemisms can be realised through various linguistic, and non-verbal means, such as lexical replacements (*to lose one's cool*), hedges (*just kidding!*), or multimodal gestures (😊). We use experimental evidence to explore and compare the attitudinal inferences triggered by different

kinds of euphemistic expressions and make a series of theoretical claims about their ‘descriptively ineffable’ contribution to meaning.

Euphemisms have also been associated with different forms of inferences. Walker et al. (2021) experimentally show how euphemistic expressions can be used to lower the reputational cost incurred in risky argumentative moves. For McGlone & Batchelor (2003) euphemisms are produced to weaken the risk presented by a face-threatening utterance (Goffman 1967). Ogden and colleagues (2005, 2009) illustrate how, in the case of doctor-patient dialogues, euphemisms are used to reduce the ‘material significance’ of negatively-valenced information.

We present experimental evidence evaluating the inferential import of a euphemistic expression. 120 participants evaluated a series of dialogical scenarios along two attitudinal scales assessing a) how critical the speaker is of their interlocutor and b) the degree of emotional empathy communicated. 4 conditions involving no-euphemism, lexical euphemism, euphemistic hedge, and multimodal gesture (emoji) are manipulated. Results support the claim that all three euphemistic types differ from controls. Specifically, ‘ineffable’ attitudinal inferences are a) negatively correlated with the perceived degree of face-threat and b) positively correlated with the degree of emotional alignment.

Finally, we discuss how these findings offer new insights within Relevance Theory to capture ‘ineffable’ inferences prompted by euphemisms (Sytnyk 2014, Mazzarella & Gotzner 2021) by treating them as attitudinal explicatures. These theoretical insights are then used to extend existing accounts of a) non-propositional effects (Wharton & Strey 2019, Saussure & Wharton 2020, Maillat 2023) and b) non-verbal, gestural enrichments of meaning (Schlenker 2018a,b, Pierini 2021).

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Marcet, Erika

“From Beliefs to Action: Insights from a CPD Workshop for Teaching Pragmatics”

At present, there are few standalone workshops about pragmatics available for instructors of Japanese outside Japan, and particularly about incorporating the teaching of pragmatics in their instructional practices. This paper showcases an original framework to equip instructors of Japanese as an L2 with the pragmatics knowledge and pedagogical tools needed to help their

learners achieve effective communication in the target language. It also presents data from a course professional development workshop with nine pre- and in-service instructors of Japanese in Ireland.

The three-hour workshop was created upon core notions in Relevance Theory, a cognitive pragmatics theory generally unexplored outside English as a second/foreign language. The workshop focused on explaining what pragmatics and pragmatic competence are from a relevance-theoretic perspective and presented activities and strategies that teachers can adopt to help students activate their inferential abilities to recover implicatures and higher-level explicatures in real-life interactions. In the workshop, participants also created their own pragmatics-focused lesson plan.

The participants completed a pre- and post-test that served to identify what instructors know about pragmatics, what they need to know about the role of inference in real-life oral interactions and their readiness and willingness to incorporate the teaching of pragmatics. Post-workshop group discussions were also conducted with the three pre-service, three in-service secondary and three in-service university teachers to further ascertain similarities and differences between these cohorts.

The data reveals differences between pre-service and in-service teachers, and also between native and non-native speakers' perceptions of the usefulness of pragmatics, their ability to activate learners' pragmatic competence as well as their willingness to incorporate the teaching of pragmatics in their classrooms.

Masia, Viviana

“When pragmatic translation becomes manipulative: challenges and implications from both theoretical and empirical perspectives”

One of the most prolific fields of pragmatic research is the inquiry of the manipulative power of certain discourse devices, most of which pertaining to the well-known domain of *implicit communication* (Sbisà 2007; Pinker et al. 2008; Oswald et al. 2016). So far, several theoretical and experimental works have highlighted the huge influence wielded by implicitly conveyed meanings on sentence processing (Schwarz & Tiemann 2015; Draï & Saussure 2016; Lombardi Vallauri 2019), as well as the likelihood of such meanings turning into out-and-out manipulative traps (Saussure & Schulz 2005; Masia 2021). Conversely, understanding how manipulation – together

with its distorting effects in the representation of negotiated contents – may also result from inappropriate and untruthful renderings of implicit discourse devices in other languages is still the object of underexplored lines of investigation (Farwell & Helmreich 1999; Farahzad & Allameh 1999; Masia 2021). This contribution wishes to zoom in on the implications of translation choices that fail to properly render implicit strategies from a source to a target language. Within the heterogeneous realm of implicit communication phenomena, the discussion will revolve around the translation of presuppositions (Stalnaker 1973, 1974), implicatures (Grice 1975), vague expressions (Shapiro & Snyder 2016) and topicalizations (Cresti 2000; Lombardi Vallauri 2009). Data will be shown from different text genres (from novels to official translations of political speeches) in the English-Italian, English-Spanish and Spanish-Italian linguistic combinations.

Besides suggesting possible ways of dealing with implicit communication in interlinguistic (and intercultural) translation – with the view to preventing translated texts from becoming dangerously manipulative – the present talk also wishes to be an opportunity to sensitize (i) to the different paths through which linguistic manipulation can reach the average citizen and (ii) to the risks that manipulating translations (Masia 2021) may represent when socially-constructed knowledge (Guerin 1992) and the building of a democratically-grounded consensus are at stake.

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Messerli, Thomas and Francisco Yus Ramos

“Engaging users through corporate social media humour: A pragmatic account of Burger King and KFC strategies underlying the memes published on the site X”

The social media platform X (formerly Twitter) operates within an attention economy (see e.g. Nelson-Field 2020), with individual users as well as commercial companies intending “to acquire relevance [...] by capturing other users’ attention” (Yus 2023: 190-191) while competing with other sources of cognitive reward. In the case of corporate accounts, administrators seek for their messages to be understood as ostensive-inferential stimuli for their target audience, simultaneously predicting that certain inferential patterns will be performed by the audience to

find relevance. Administrators also intend to communicate for the organization, which informs how relevance needs to be understood in this context.

Humorous memes have been regarded as valuable strategies to attract users' attention. We are interested how they are employed in corporate-to-private social media communication to seek engagement between communicator and addressee. We assumed a priori that the intentions of the designers of these memes are guided by the aims of rapport-enhancing and an overall advertising strategy aimed at grabbing attentional resources. To address how these memes are constructed, inferred and contextualised, we compiled two corpora of fast-food-related memes from the official X/Twitter accounts of Burger King Spain and KFC Spain. We analysed the 100 memes in terms of how texts and images get intertwined into multimodal ensembles and the humorous strategies the memes employ (cf. Messerli and Yu 2018; Yus 2023). We then identify how relevance is achieved and how meanings are co-constructed by administrators and addressees, including non-propositional effects such as the users' feelings of engagement with the corporation. Our initial findings indicate that these memes oscillate between personalised communication and specific advertising strategies not only sequentially from post to post, but also within memes, by constructing incongruities between signs from the domain of fast food and everyday experiences, and/or by distributing strategies across different aspects of meaning-making.

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Moral, Ariadna and Julia Barón

““I want a doughnut!”: A multiple case-study of teaching politeness to young learners in an EFL context”

In the last few decades, research has demonstrated the positive benefits of teaching foreign/second (L2) pragmatics to adolescents and adults (Economidou-Kogetsidis, 2015; Taguchi, 2015). Despite this, most classroom curricula do not incorporate pragmatics as a core element yet (Glaser, 2018). Moreover, since research has largely focused on older learners, little is known about its effects on younger learners (Schauer, 2022). Therefore, this study aims at exploring the effects of pragmatic instruction on politeness and manners to young learners through the storytelling of four different picture books.

The participants of the current study were eight 5-year-old Catalan/Spanish English as a foreign language (EFL) learners in the last year of pre-primary education. A pedagogical intervention was designed based on four picture books (Please, Mr Panda; Thank you, Mr Panda; I'll wait, Mr Panda; The Crayons trick or treat) which included requests, offers, complaints and expressions of gratitude. Data was collected through a pre-/post-test design in which participants were presented with six different situations and had to decide whether the pragmatic strategies used were polite or not. Moreover, after finishing the intervention, all the participants carried out retrospective think-aloud protocols to gather information about their perception on the L2 pragmatics.

Findings revealed that participants improved especially as regards pragmatic awareness on politeness and manners. In addition, even though their low proficiency level and young age, gains were also observed in the performance of the speech acts presented in the storybooks.

N

Nuzzo, Elena Nicola Brocca and Diego Cortés Velázquez

“Functional Adequacy and Language Proficiency in a Corpus of Voice Messages Produced by L2 Speakers of Italian”

Over the past decade, there has been a growing body of research examining the correlation between L2 proficiency and functional adequacy (FA), defined as “the adequacy of L2 production in relation to a specific social context and target task, interlocutor, speech act, register, and task modality” (Kuiken & Vedder, 2022, p. 12). Kuiken and Vedder (2017; 2018) developed a six-

point rating scale of FA comprising four dimensions, which was successfully tested in different languages. However, most of this research has focused on written tasks (Kuiken & Vedder, 2022). Our study aims to address the gap by applying Kuiken and Vedder's FA scale to a corpus of L2 Italian voice messages and by correlating the FA ratings with the participants' overall proficiency measured through a certification test.

Our sample consists of 45 voice messages produced by female speakers of L2 Italian in response to three tasks: canceling a cinema appointment, refusing a request for additional work, and apologizing for a delayed meeting. The participants were grouped into two proficiency groups based on their overall scores in the Certit B1 exam (Di Salvo & Vitale, 2023) for the current year. Six non-expert raters, native speakers of Italian, conducted FA assessments on the sample.

The ratings, collected via structured questionnaires administered online, were combined with qualitative data obtained through retrospective interviews. Descriptive and inferential statistics are used to analyze the quantitative data: interrater agreement to test the validity of the ratings, and Spearman's Rank Correlation Coefficient to infer the strength and direction of the relationship between proficiency and FA scores.

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P

Padilla Cruz, Manuel

“Expressivity in relevance-theoretic pragmatics”

Expressive meaning results from the experience of unobservable and rather evasive inner states such as attitudes, emotions or feelings (Potts 2007a, 2007b). Although they often surface through perceptible bodily reflexes, these only give a glimpse of such states. Their entirety and complexity cannot be completely grasped through the items available in human natural languages. Therefore, relevance-theoretic pragmatics regards expressive meaning as ineffable (Blakemore 2011, 2015). Yet, it acknowledges that it may be communicated through diverse resources and in distinct manners (Wharton 2001, 2003, 2009, 2012).

Some of such resources come from the linguistic systems whereby individuals communicate, so they are purely verbal. Others are nonverbal and involve facial expressions, gestures and bodily movements; they fall within the category of *kinesics* (Birdwhistell 1970). Still, other resources are halfway between verbal and nonverbal; owing to their peculiarities, they fall within the category of *paralanguage* or *vocalics* (Trager 1961). This presentation will look into these resources and how they convey expressive meaning.

This presentation will first summarise the relevance-theoretic view of human communication, according to which communication is a process wherein distinct types of evidence for intended meaning are provided. Next, it will present the categories of resources supplying evidence for expressive meaning in face-to-face interaction. This will lead to their relevance-theoretic analysis, which elucidates (i) whether they offer the same sort of evidence and communicate expressive meaning in the same fashion, and (ii) the cognitive output of their processing. This analysis will reveal that some of such resources trigger stand-alone attitude- or emotion-related representations, other resources steer higher-level explicatures and other resources contribute to inferentially adjusted conceptual representations. This suggests that expressive meaning may be mentally represented at three levels.

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Pilyarchuk, Kateryna

“Food metaphors: What are they doing in *Vogue*?”

Qualities of foods and drinks, such as their taste, color, shape, or smell, allow for making associations with non-culinary experiences, objects, or even people (Lakoff and Johnson 1980). Thus, the metaphor DESIRE IS HUNGER bears the correlation between consuming food and longing for something – e.g., wisdom, love, or sexual intimacy (Gibbs et al. 2004). Through conceptual metaphor theory and critical discourse analysis, this presentation investigates food metaphors in digital fashion discourse, focusing on online *Vogue* editorials and Instagram account of this magazine.

The data show that such metaphors are extensively used to conceptualize fashion items, dressing practices, and women (cf. Hines 1999): e.g., *fashion-hungry girls*, *appetite for shopping*, *arm-candy*, *delectable look*, and *a slice of hip*. The findings suggest that such metaphorization

contributes to constructing dress as essential, legitimizing an interest in fashion consumption as a natural need, and, in places, highlighting the presentation of women as objects of sexual desire. The findings further imply that food metaphors in fashion support the ideas of commodity feminism (Lazar 2006; Gill 2009).

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Piskorska, Agnieszka

“The Czech Bach and the Polish Handel. A relevance-theoretic analysis of proper names modified by proper adjectives”

The relevance-theoretic framework of lexical pragmatics is founded on the assumption that the meaning of words (or more precisely the meaning of concepts encoded by words) is inferentially modified in context. One strand of research informed by lexical pragmatics is the account of proper names, which can acquire meaning in the process of category extension or metaphorical interpretation (Wałaszewska 2022, 2023). It taken here as a departure point for an analysis of proper names preceded by proper adjectives. Widely used in Polish, and less so in English, examples of this construction include “the Czech Bach” and “the Polish Handel” used to refer to the Baroque composers Jan Dismas Zelenka and Grzegorz Gerwazy Gorczycki, respectively. Unlike inferentially modified proper names without adjectival modification, which

predicate properties of other NPs, the proper Adj+proper N constructions are typically used referentially. As noted by Scott (2020), referring expressions may contribute to the interpretation of an utterance other cognitive effects beyond resolving reference, which offsets extra processing effort resulting from the creative formulation. Evidently, this is the case with the proper Adj+proper N constructions, which require more processing effort to identify the referent than his/her regular name.

In this talk, I offer a relevance-theoretic analysis of inferential processes involved in the interpretation of the proper Adj+proper N construction, arguing that both components undergo parallel contextual adjustments, the nature and extent of which vary among examples. I also examine additional cognitive and affective effects stemming from the extra processing cost, noting that such effects may include the hearer's satisfaction from being able to resolve the reference. The examples illustrating the analysis are collected from Polish scholarly writings and texts popularizing culture.

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Pozner, Ismaël

"Non-propositional meaning, affective goals and relevance"

In this presentation, I draw upon existing works in pragmatics (notably Sperber & Wilson 2015; de Saussure & Wharton 2020) and attempt at offering an original contribution to the way cognitive pragmatics, namely Sperber & Wilson's (1986) Relevance theory (RT), can account for 'non-propositional' meaning.

What RT calls ‘non-propositional meaning’ is that kind of meaning which cannot be paraphrased or described by unequivocal propositions that can be safely taken as corresponding to the Speaker’s intention. Still, such meanings are ultimately considered as being of propositional nature. For instance, ‘impressions’ (including procedural meanings, according to Wharton 2016), which are the typical case of non-propositional meaning, are described as activating ‘arrays’ of weakly manifest implicatures, which are of propositional nature “under the microscope”. I follow Wharton & *al.* (2021) and de Saussure & Wharton (2020) in adopting a perspective for which emotions, feelings, and other psychological aspects are omnipresent in communication without being ‘translated’ in propositional format at all, thus calling for an account of genuinely non-propositional meanings in pragmatics.

I will suggest that non-propositional entities achieve higher-order representations inasmuch as they contribute to establishing a ‘metacognitive acquaintance’ (Sperber & Wilson 2015), resting on abilities that concerns both propositional and non-propositional communication, in particular emotional, affective or ‘experiential’ (de Saussure 2021) imports. In this perspective, I suggest that non-propositional entities are relevant in their own right, in particular as specifiers that orient goal-directed attention and actions in the pragmatic world.

In line with Wharton *et al.* (2021), I discuss the possibility that relevance is yielded not from the number of assumptions an utterance interacts with, but from affective ‘goals’. In such a perspective, cognitive effects involve an inherent affective dimension, akin to affective effects in Saussure & Wharton (2020; 2023); consequently, there are virtually never such things as “cold” inference. It seems thus necessary to include this dimension in the very notion of ‘cognitive effects’.

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R

Rodríguez, Andrea

““Ese que...hacía cuánto no podía decirte””: Relational accounts in negotiations of responsibility during family talk in Spanish”

Attributions and negotiations of blame involve various interactional practices (e.g., accusations, denials, accounts) that are contingent on the interactants’ identities (e.g., mother-daughter) and reflect their dynamic and multilayered co-construction of the social order. To negotiate blame, members draw on and construct the moral order as “an essentially metamorphic logic” (Jayyusi, 1991, p. 244) that allows for a degree of flexibility and change depending on relevant (oftentimes relational) categories. This is most effectively accomplished through the design of accounts (Sterponi, 2003, 2009). While much research has focused on sequential aspects of accounts as markers of dispreferredness (Robinson, 2016), the inference-rich nature of tacit (relational) categorisations (Sacks, 1995) and their potential to unground how members co-construct the common-sense workings of the moral order remains underexplored. Drawing on interactional pragmatics and MCA, this paper explores how Spanish-speaking members of transnational families ultimately accomplish absolution of responsibility via relational accounts (i.e., justifications that appeal to mother-daughter or husband-wife category-bound rights and responsibilities, for example). This case study focuses on the negotiation emerging from two simultaneous breaches of the sequential and deontic layers of the moral order – i.e., implementing an action in overlap with the current speaker, thereby disrupting progressivity (Schegloff, 2001) and non-complying with a mother’s sanction, respectively. The fragment shows that through the account *“it’s just that imagine for how long she has not been able to tell you not to do that”* participants implicitly orient to the omnirelevant relational category ‘mother-daughter’ as a warrant for the implementation of an overlapping action when a moral breach calls for sanctioning as a category-bound responsibility/right. The study provides evidence of cases where the relational

layer takes precedence and is used as a trump card that absolves an accountable party from responsibility. This micro-detailed analysis of category-implicative actions contributes to a more nuanced understanding of how members navigate accountability and shape the moral order.

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Rodríguez, Enrique

"The Development of L2 Interactional Competence in Video-Mediated Interaction: The Multimodal Negotiation of Disagreements in L2 Spanish"

The present study investigates the development of interactional competence (IC) in second language (L2) Spanish. As a theoretical model, IC emphasizes L2 learners' abilities to deploy linguistic and non-verbal resources in mutually recognizable ways to accomplish joint social actions and achieve intersubjectivity (Hall & Pekarek Doehler, 2011). In particular, this study focuses on the social organization of disagreements, a type of dispreferred response (Pomerantz, 1984; Schegloff, 2007). Disagreements are responding moves that typically occur as second pair parts in an adjacency pair and extend over the course of multiple turns in interaction.

Seven Spanish L2 learners at two proficiency levels (low- and high-intermediate) participated in an elicited conversation task with a Spanish native speaker (NS) interlocutor over Zoom. A qualitative, multimodal analysis (sequential, prosodic, and gestural) was carried out on the initiation, development, and closing of disagreement episodes to explore the range of interactional resources L2 deploy while negotiating dispreferred social actions.

Results of the study highlight a diversified inventory of interactional resources that grow as proficiency increases. While low-intermediate learners show preference for strong disagreements immediately preceding their interlocutor's assessment, high-intermediate deploy a wider range of interactional strategies such as delays through epistemic verb phrases, weak agreements, or distal disagreements. In addition, they show higher discursive sensitivity to end dispreferred social actions once they have achieved intersubjectivity. In terms of nonverbal resources, learners in both levels deploy prosodic resources to convey tentativeness and signal negative emotional stances, whereas embodied actions are routinely used to project upcoming dispreferred responses and manage interpersonal relationships while co-constructing disagreement episodes in talk-in-interaction. These findings show that multimodal analyses of L2 conversational data can extend our notion of L2 IC by revealing the wide array of interactional resources that L2 learners deploy to accomplish joint social actions and reach intersubjectivity in locally situated interactions.

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Rouki, Aglaia

“Exploring Implicature Awareness and Instructional Adequacy in Greek EFL Curriculum: A Pragmatic Perspective”

This research paper addresses the burgeoning discourse surrounding pragmatics instruction (Sykes & Cohen, 2006), reflecting a broader trend of increased scholarly interest in the field with a particular focus on the explicit teaching of pragmatics within English as a Foreign (Taguchi, 2002; Taguchi, 2005). Within the context of Greek EFL education, where English is introduced at a young age, proficient Greek speakers of English often grapple with cross-cultural misunderstandings during communication. This study presents an extensive examination of the curriculum used in the initial year of Greek high school education (lyceums), with a specific focus on implicature. The central objective is to assess the adequacy of the instructional materials in cultivating learners’ pragmatic awareness, particularly their competence in identifying implicatures within written contexts. Notably, the analysis reveals a prevalence of non-creative implicatures, suggesting that contextual cues played a marginal role in their comprehension. Implicatures prominently featured in literary and lyrical forms, underscoring the propensity of poetic language for non-literal expression, while news articles demonstrated a predilection for literal language usage due to their objective nature. Furthermore, a limited utilization of relevant implicatures in instructional exercises is observed, with only a fraction of tasks capitalizing on this vital pragmatic facet. Specifically, among a total of 97 tasks, merely 8 exhibited partial incorporation of implicatures, representing less than 10% of the total exercise pool. The implications of these findings underscore the imperative of enhancing pragmatics instruction to better equip learners for effective cross-cultural communication (Ulum, 2015).

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Ruzaitė, Jūratė

“The creative language of *Othering*”

Modern societies are marked by collective anxiety due to rapid social changes, which have given rise to a socially and culturally constructed phenomenon known as “Othering”. This paper explores the language of ‘othering’ as a central component of hate speech (cf. Burnap and Williams 2014, 2016, as cited in Alorainy et al. 2018) and examines it in Lithuanian internet comments with a particular emphasis on creative linguistic forms used to express it.

‘Othering’, defined as the practice of articulating divisive opinions between the in-group (‘us’) and the out-group (‘them’), has been extensively discussed in Critical Discourse Analysis. The analytical framework in this paper combines CDA as the primary theory of ‘othering’ language with pragmatics (Vasilaki [2014], Culpeper [2009], Martínez and Jus [2013], Ljung [2010]) and the theory of anti-language (as defined by Halliday [1976]).

The data comprises 10,662 comments (284,226 tokens) posted in response to 24 news reports on contentious issues related to typical target groups of ‘othering’. To assess the level of creativity associated with different degrees of hostility, the data includes neutral, offensive comments, and comments containing hate speech. The analysis addresses three research questions: (1) What is the distribution of neologisms in the three types of comments?; (2) What linguistic resources are used to create novel forms to refer to the ‘Other’?; and (3) What are the themes of creative name-calling?

The findings reveal that neologisms are prevalent in offensive and hateful comments but are not typical of neutral ones. They often appear in vocatives as insults and are part of discriminatory referential strategies used when referring to the ‘Other’. The primary method of forming novel words involves affixation, with a predominant use of Russian suffixes in creating derogatory terms. Dominant themes include the sex-organ and sexual activities theme, the animal theme, and the filth theme.

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S

Sancho Ortiz, Ana Eugenia

“Academic and professional identity on Twitter: Approaching visual elements as self-presentation resources”

The ever-increasing reachability of online communication has brought about the reconfiguration of users’ self-expression as a dynamic endeavour (boyd 2011; Seargeant & Tagg, 2014; Scott 2022). As a result, online identity performance is seen as an inherently social process, dynamically enacted through the strategic exploitation of the affordances of the media (Yus 2019). The leveraging of digital affordances has been particularly prominent in some online contexts, as is scientific communication, within which scholars adeptly exploit the hypertext and multimedia capacities of digital texts to enhance the visibility and disseminating potential of their work (Lorés & Diani 2021).

This contribution approaches the enactment of expert identities on Twitter accounts for science dissemination from the field of physiotherapy. Specifically, by way of case studies, I explore the role played by visual semiotic resources in crafting an academic and professional online persona in two individual accounts from the HealthTweet Corpus. Thus, departing from Brown and Levinson's 1987 concept of 'positive face' and drawing upon Kress and van Leeuwen's visual grammar ([1996, 2006], 2021), this study analyses the presence of visual elements (namely, emoji and audio-visual content, either in video or in image file format) in a closed set of 40 tweets (20 per account).

Some initial findings point to a discernible connection between the use of emoji and the reference to non-academic, personal matters. This might suggest that two different, yet complementary, types of identities can be enacted by Twitter expert users: personal and professional-academic. Regarding personal identity, a tendency to promote healthy lifestyle practices (e.g. working out) is observed in the choice of sports-related emoji. Concerning professional-academic identity, it appears to be reinforced by the attachment of images to the tweet. Within these, an associative pattern seems to be established in the display of academia-related content through photograph-based narrative images, on the one hand, and the uploading of physiotherapy-practice-related content through verbal-visual compositional ensembles, on the other.

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Sasamoto, Ryoko

“A relevance-based analysis of food representation”

In recent years, organizations have faced scrutiny for portraying themselves as environmentally friendly without actively minimizing their environmental impact. This phenomenon extends to the realm of food discourse, where producers often engage in health-washing—presenting food products as healthier than they truly are. At the same time, food has always played an integral role in culture, particularly during seasonal events like Christmas, extending the significance of food beyond its nutritional value.

In this context, consumers are faced with an expanding array of food choices and they must consider multiple factors such as health concerns, nutritional content, animal welfare, sustainability, and climate change. Notably, there exists a tension between food as an experiential delight and food as a source of nutrition.

While the language of food has attracted scholarly attention in linguistics (c.f. Hosking 2010), there are few studies in cognitive pragmatics that explore the ways food producers communicate with consumers to make food choice, except for Scott (2023). This presentation addresses this gap by examining a range of food advertisements and packaging, exploring the potential of pragmatics research in this area. Using ideas from Sperber & Wilson's (1986/1995) relevance theory, specifically the two dimensional space of intended import (Sperber and Wilson 2015) and the notion of weak communication, I will discuss how food producers take advantage of relevance-driven cognitive processing and guide the consumers in recovering their intended meaning while leaving the consumers responsible for their choice.

By examining how consumers interpret food-related messages, we can gain a better understanding of how to communicate with the consumers effectively and encourage healthier, more sustainable food choices. This way, this study contributes to our understanding of the intricate dynamics between consumers and producers in food discourse.

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Scott, Kate

“The Relevance of Storytelling”

Storytelling is widely accepted as an effective communication technique (Simmons, 2019). We use stories to persuade, to educate, and to understand the world. How, though, do we understand the pragmatics of storytelling as a form of communication? In this paper, I explore this question from the perspective of relevance theory (Sperber and Wilson, 1995). How do stories achieve relevance, and why do speakers, aiming at optimal relevance, choose to use them to communicate their intended messages? Why might a speaker choose an indirect and potentially long-winded story to communicate a message, rather than making a direct statement? For example, why do we tell children the story of *Little Red Riding Hood*, rather than simply directly instructing them not to speak to strangers? I draw on several notions from relevance theory to suggest answers to these questions. Firstly, using the relevance-theoretic distinction between interpretation and comprehension (Wilson, 2022), we can understand the power of a story as lying, not in its comprehension, but its interpretation. Secondly, stories offer the possibility of not only conveying a message, but also communicating (in some cases covertly) information about the speaker. This information, if used effectively, can make the audience (a) more likely to believe the storyteller and (b) more likely to accept the message of the story and to make connections to their own lives, adjusting their beliefs and actions accordingly. As Sperber et al. (2010, p.364) explain in their

discussion of epistemic vigilance, ‘Human communication is characterised, among other things, by the fact that communicators have two distinct goals: to be understood, and to make their audience think or act according to what is understood’. Stories are one tool that speakers can use to encourage an audience to not only understand, but to also accept their message and to act on it.

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Serrano Montesinos, María José

“The construction of pragmatic meaning in oral interaction: the space builder *si* in (non)prototypical conditional constructions across oral texts”

This paper analyzes prototypical (*si*+ protasis+ apodosis) and non-prototypical (*si*+ protasis) constructions with the conjunction *si*, as phenomena of morphosyntactic variation which consider variants as meaningful choices. The conjunction *si* sets up a mental space structure which constitutes an account of conditionality (Dancygier and Sweetser 2005: 12). Mental spaces are representations of the scenes and situations in a given discourse, as perceived, remembered, imagined or otherwise understood by the speaker. As cognitive constructs, they are built up in real time (Oakley and Coulson 2008: 29). The Spanish conjunction *si* creates a mental space of a cognitive domain which is based on a possible world. Such a possible world is constructed by the conjunction *si* which functions as an assertiveness space builder, partly due to its frequent combination with the indicative present.

From an isomorphic view of language, the conjunction *si* has a unique meaning which gives rise to diverse discursive-pragmatic meanings when it is combined with verbal tenses. It will be studied the distribution of the different prototypical and non-prototypical *si*-constructions in oral communicative situations. For this purpose, some texts were extracted from the *Corpus de Referencia del Español Actual* (CREA). These include the following kinds of texts: *spontaneous conversations, magazines, interviews, documentaries, sports broadcasts, debates and news*. We obtained 865 overall cases of *si*-constructions, both prototypical and non-prototypical. The quantitative analysis will be carried out using multiple logistic regression and the mixed-model statistical package Rbrul (Johnson 2009). Conclusions show that the indicative present tense promotes the basic assertiveness meaning, interacting with *si* in most constructions. Moreover, prototypical *si*-constructions are mainly used in more structured texts, such as interviews and debates. As regards non-prototypical *si*-constructions, they tend to be used in spontaneous conversations. These results will show that the cognitive meaning of the conjunction *si* conveys diverse discursive-pragmatic meanings across oral texts.

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Sickinger, Pawel and Anne Schröde

“Meta-pragmatic reasoning and oral speech act performance in Namibian English – OFFERS and RESPONSES TO THANKS from a qualitative and quantitative perspective”

The research project “A Pragmatic Profile of Namibian English” investigates the pragmatics of Namibian English (NamE) using a multi-method approach that combines

quantitative and qualitative elicitation methods. Its underlying goal is to do justice to the complex cultural and linguistic ecology of Namibia, within which NamE has a unique role and status (cf. Schröder 2021), by means of an ethnographically grounded and data-driven approach to the investigation of speech acts informed by Constructivist Grounded Theory (Charmaz 2006; Charmaz and Thornberg 2020).

A methodologically challenging and intriguing part of our data is a collection of oral Discourse Completion Task (DCT) answers with corresponding qualitative interviews following the DCT elicitation, which was specifically intended to engage participants in meta-reflection about cognitive processes, ideas and beliefs underlying their speech act performance. This data is immensely for testing the ecological validity of the DCT study, but also provides insights into explicitly reflected as well as implicitly operative social, cultural and individual factors that influence everyday communicative choices in our informants.

In this presentation, we will first provide a general overview of central features of speech act performance for OFFERS and RESPONSES TO THANKS in NamE. We will then exemplarily demonstrate how the interview data helps us to illuminate aspects that would not be easily interpretable from the quantitative analysis of speech act production alone. Finally, we will present some general insights into the socio-cultural ‘logic’ underlying communicative interactions in NamE gained from analyzing the interview data, specifically concerning questions of politeness, status, power, and speaker attitude. We will conclude by emphasizing the both context- and culture-dependent nature of communicative action, for which performance data only represents the tip of the iceberg.

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Sinkeviciute, Valeria

““Ma, yo no quiero hacerlo sola”: Parent-child interaction and the negotiation of categorial work in directive sequences”

This paper explores how categorial work is emergent, co-constructed, negotiated and accomplished in and through talk in parent-child interaction. The data for this analysis comes from a week of video recordings of family discourse between parents and their two children, age 10 and 5, in a Spanish-speaking (Venezuelan) family in Australia. Drawing on interactional pragmatics and membership categorisation analysis, this micro-level analysis of one extended directive sequence examines how the category-implicative responsibilities, rights, obligations and expectations are negotiated when a mother requests a 5-year-old daughter to clean her room. In particular, this paper focusses on (1) the ways in which the mother mobilises her daughter's actions, (2) the daughter's resistance, and (3) the older son's involvement. The findings show that the 'mother' category is indexed through the category-implicative actions – explicit directives ('rápido' ['fast'], 'apúrate' ['hurry up'] emphasised through counting ('uno, dos, tres' ['one, two, three'])). Importantly, the daughter's resistance does not indicate her non-compliance in relation to the room cleaning, but, instead, indicates her unwillingness to do it on her own. The mother's response includes the use of accounts that explicitly invoke the 'daughter' category-implicative responsibilities of cleaning the mess that she herself created and, with further resistance from the daughter, gradually move to a threat ('bueno entonces no voy a dormir contigo' ['well then I'm not going to sleep with you']) and a use of a 'reward' persuasion ('tú quieres premio?' ['do you want a reward?']). The latter triggers the older brother's involvement in the directive sequence, where he volunteers to help his sister clear the room. Overall, this paper contributes to the research on how relationships are co-constructed in family discourse and how categorial work is negotiated in directive sequences, through which children are socialised to pragmatic aspects of social interaction.

Sowińska, Agnieszka

“Narratives of stressful and traumatic personal experience disclosed by students with mental health conditions in medical consultations”

This paper advances the field of narratives by focusing on the narratives of personal experience (Labov & Waletzky, 1967, Labov, 1972) disclosed by Chilean students with mental health conditions, in particular depression, anxiety and borderline personality disorder, in 14 medical consultations. I draw on the pragmatic and discourse-analytic approaches to the analysis of narratives in interaction, viewing language as a tool for constructing social reality, and examine the functions of the stories and various strategies employed by the students (De Fina & Georgakopoulou, 2011, Norrick, 2018). I consider doctor-patient interviews as joint interactional accomplishments by the GP and the student patient, and also focus on the interactional context in which the narratives were embedded (De Fina, 2009). Engaging in self-disclosure and sharing stories of stressful and traumatic experience in medical consultations allows the students (1) to explain symptoms and interpret causes of their current health problems, (2) manage accountability, and (3) confront and cope with their painful experience and stigma. The students drew on discursive strategies of distancing (impersonal constructions and generalisations) and repetitions. While struggling to articulate difficult moments, they used gestures, suddenly disrupted their narratives or had uncontrollable outbursts of laughter.

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Stevanovic, Melisa and Milene Mendes de Oliveira

“The ideals of social interaction in the context of an intercultural game: A critical discursive psychological approach”

While all social interaction is permeated by normative assumptions about how social interaction should optimally unfold, people's sensitivities to the cultural ideals of "good" interaction become particularly salient when they practice their social skills in intercultural contexts. The notion of "cultural ideals" refer to the normative elements shared in cultural groups (Kecskes, 2014: 97), these ideals being explicit or tacit. In this paper, we presuppose that such ideals are inevitably invoked, draw upon, and orient every time people assess, evaluate, and account for their past interactional experiences and that these ideals be examined in and through these accounts.

In this presentation, we examine German and Chinese students' written reflections of their experiences of interacting in an online intercultural simulation game *Megacities*. The game has been developed to foster the acquisition of intercultural competence and it largely mirrors real group work due to its strategic design (Bolten, 2015). These written reflections were examined using the analytic tools of *critical discursive psychology*, which is a strand of discourse analysis that is interested in the ways in which language is oriented to action and used to construct versions of objects and events (Potter and Wetherell, 1987).

In our analysis, we identify a range of interpretative repertoires rallying around various ideals of interaction, as German and Chinese students reflect on their experiences of interacting in a virtual intercultural game. Our analysis shows that ideal behaviors and ideal group features create pairs of interpretative repertoires that stand in a dilemmatic relation to each other. Furthermore, the repertoires that constitute the two sides of each dilemma are not constructed as equal, but there is a hierarchy between them—one that places the Germans into a more favorable position than the Chinese.

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T

Tayebi, Tahmineh and Vahid Parvaresh

“The language of offence”

Research on offensive language in computer-mediated communication has already contributed a lot to our understanding of human interaction. However, to date little research has been conducted on what type of language is actually perceived as offensive. Drawing on a unique personally collected and transcribed corpus of language actually deemed offensive by the participants themselves, we provide a three-layered comprehensive analysis of the make-up of offensive language. The analysis provided starts off with a corpus-assisted analysis of seminal words and expressions deemed offensive and then moves in the direction of semantic domains analysis, and on towards a pragmatic analysis. The findings of the study show a combination of conventionally offensive as well as contextually offensive forms of language use. The findings greatly contribute to our hitherto unknown aspects of offence and move the research on both linguistic politeness as well as to natural language processing forward.

Trubnikova, Victoriya

“The Power of Goodbye”. Metapragmatic awareness in teaching of leave-taking formulas”

Conversational routines are automatic responses to recurrent features of the situation (Aijmer 1996: 2). Due to the complexity of situational frames, they are difficult to teach (Yorio 1980). As far as farewell formulas are concerned, their wording depends on such factors as degree of intimacy, length of contact and expected time apart. Based on the choice of face-enhancing strategies, both parties employ supportive moves to express pleasure for being in contact, indicate continuity in the relationship and wish each other well (Ishiraha, Cohen 2022). Finally, they are not always grammatically fixed and are prone to diachronic variation.

However, politeness formulas in Russian language are mostly listed in dictionaries of speech etiquette based on the authors’ intuitions about pragmatic norms (Balakay 2001,

Formanoskaya 2002). We claim, though, that politeness formulas are situationally biased and show a great variability.

To prove this point, a pilot study on leave-taking formulas was conducted with the participation of 57 Russian native speakers. They provided responses to the DCT varied in the level of acquaintance and intensity of contact. We also gathered a pool of expressions that respondents usually use when saying goodbye to people they know, and they do not know. We identified that they choose routines based on the estimated time apart, and whether they are a leaving or a staying party, and employ a wide array of expressions to convey the pleasure to be in contact or solicitude and to arrange future contacts. These formulas are not necessarily found in the dictionaries of speech etiquette. Finally, we tested the appropriateness to leave without saying goodbye.

This study provides implications for teaching of conversational routines by promoting metapragmatic reflections on the novelty and conventionality of leave-taking patterns. Based on the current research, we propose a guided discovery approach to pragmatics learning.

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U

Usó-Juan, Esther

“Can cartoon conversations boost pragmatics in young learners? Exploring animated films as tools for teaching oral requests and responses”

Current research on the pragmatic input found in language textbooks for primary-school learners reveals a discernible gap between real-world language usage and textbook representations (Schauer, 2019; Jakupčević and Čavar Portolan, 2021). The most serious problem is arguably the contextualization of speech acts, providing insufficient information regarding the sociocultural variables which influence the choice of language forms in a particular situation. In this regard, some researchers propose using films to offer contextually relevant language situations, supplementing traditional textbooks (Abrams, 2014; 2016; Usó-Juan and Martínez-Flor, 2021). While this perspective has gained traction, objections from researchers emphasizing the planned and scripted nature of film language exist (Ryan and Granville, 2020).

In an attempt to expand this line of research, this study explores whether current research on authentic requests mirrors in a film genre that has received limited attention (i.e. animated films), which is popular among children. The focus on requests stems from their early appearance in children’s speech and their frequent use in expressing wants and desires (Myrset, 2021). Consequently, requests in four current fully animated films from Disney or Disney and Pixar companies are analyzed to assess learners’ exposure to i) request forms (i.e. direct, conventionally indirect and indirect); ii) request modifiers (i.e. internal and external); and request responses (i.e. preferred and dispreferred).

Findings reveal a preference for the imperative construction, with almost all requests being internally and/or externally modified using simple syntactic patterns. Moreover, most requests elicit a response, contrasting with textbooks where requests responses are limited. The prevalent response is granting, with a repertoire of simple acceptance/agreement tokens and confirmation utterances. These results are discussed in relation to the developmental patterns of English requests. Finally, limitations and pedagogical implications deriving from the study are presented. This study contributes to understanding how animated films may enhance young learners’ understanding of pragmatic aspects in language learning.

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V

Van De Mieroop, Dorien, Melisa Stevanovic, Minna Leinonen and Henri Nevalainen

“Depicting epistemics and deontics: Constructing status-stance relations through direct reported speech in narratives”

Up till now, there has been extensive research on epistemics (Heritage, 2012) and deontics (Stevanovic & Peräkylä, 2012) and the negotiations of epistemic and deontic statuses through respective stance-taking. Yet, these analyses have mostly focused on how these negotiations take place on a turn-by-turn basis between interlocutors. However, as such negotiations may be psychologically salient, challenging, and even disturbing to the participants (Stevanovic, 2018), these often also provide fuel to post-hoc sense-giving through storytelling.

In this presentation, we tease out such retrospective accounts of negotiations related to epistemics and deontics by drawing on conversation analysis as a method and five audio and/or video recorded corpora of interviews (in Belgium, Finland and India) and authentic interactions (in Finland) as data. We found that after narrators highlighted relevant aspects of the story characters' epistemic and/or deontic statuses, they typically resorted to reported speech to

construct epistemic and deontic stances. In this way, hierarchies and potential transgressions between the characters in the storyworld are ‘shown’ rather than ‘told’ (Buttny & Williams, 2000) to the story recipients. In this way, the recipients are equipped to evaluate the story as a whole and the story characters’ accountability for their interactional behavior in particular.

Our analysis points to many advantages of reported exchanges for the narrator. In addition to dramatizing the story and enhancing its authenticity, we also show that reported speech plays a crucial part in story evaluation, as has been already hinted at before (cf. Buttny & Cohen, 2007). Its unique advantage in this respect is that narrators do not have to formulate the point of the story themselves, as they can leave the evaluation of the story largely up to the story recipients through the specific way in which deontics and epistemics are integrated in the storytelling process.

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Vlachaki, Chara

“Ineffability, aesthetic experience, and affective effects”

For reasons we do not really understand, art continues to pervade human culture (Kolaiti 2015; 2019; 2020; McCallum and Mitchell 2021); humans allocate energy and attention towards artistic phenomena and stimuli. According to relevance theory (Sperber & Wilson 1986/1995), the interpretation of *intended meaning* is built on a balanced relationship between effort and cognitive effects: the less processing effort required, the more cognitive effects are gained. These two factors

make a stimulus relevant. In the case of artworks, it seems that something different occurs. Art appreciation results in aesthetic experiences, mental and physical states that observers find themselves in when triggered by a work of art. During these aesthetic experiences, memories and affective states might be evoked. These experiences are the result of what Fodor (2012) refers to as a conceptual connection between the observer and the artwork. I believe, that these aesthetic experiences are a combination of propositional and non-propositional effects: cognitive effects and affective effects. The aim of this paper is to explore how the theoretical tool of affective effects (Wharton & Strey 2019; Saussure & Wharton 2020; Wharton et al. 2021; Wharton & Saussure 2023) is linked to the interpretation of art and aesthetic experiences.

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W

Walaszewska, Ewa

“*Waiting to see the you they love*. A relevance-theoretic approach to special uses of personal pronouns”

English personal pronouns can be characterised by their inability to take determiners such as articles, which suggests that they are inherently definite. With respect to that, they are similar to proper names, which also have the property of definiteness, precluding the presence of determiners. Moreover, in their primary use, both proper names and personal pronouns refer to specific entities. In their secondary use, however, proper names can be used with articles, as illustrated by *We don't want an Ophelia here*, for example, to refer to a certain kind of people having properties all people called *Ophelia* share. Personal pronouns such as *you* cannot be used in the same way, as shown by the ungrammaticality of **We don't want a you here*.

The goal of this paper is to analyse special uses of the personal pronoun *you* such as *You've got 20,000 fans out there, waiting to see the you they love* (*Black Mirror*, series 5, episode 3), which, in the light of the above, should be unacceptable, but they are not. Interestingly, they bear a strong resemblance to examples such as *The young Isaac Newton showed no signs of genius*, where the thus modified proper name is used to denote one of the manifestations of Isaac Newton, namely, the manifestation of Isaac Newton as a young man. Likewise, the modified pronoun *you* seems to be used to denote one of the manifestations of the addressee.

In relevance theory, personal pronouns such as *you* are commonly analysed as encoding constraints on the inferential phase of comprehension – pronouns constrain the set of potential referents (e.g. Wilson and Sperber 1993). A more recent proposal shows that procedural meaning

encoded by pronouns functions at a sub-personal level (e.g. Scott 2019). The question I would like to pose is whether the fully procedural account of pronouns is tenable in the case of modified personal pronouns. By providing a relevance-theoretic account of such uses, I would like to develop our understanding of personal pronouns, to discuss an interplay between procedural and conceptual meanings, and to show its implications for relevance theory.

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Wannaruk, Anchalee and Nawamin Prachanant

“Responses to Complaints in Hotel Business: Interlanguage Pragmatics by Thai EFL learners”

Expressing a complaint presents inherent challenges due to its nature as a face-threatening action. Likewise, addressing and managing a complaint poses comparable difficulties, particularly when the response conflicts with the recipient's desired face-saving measures. In the hospitality industry, occasional grievances related to amenities or services may arise. Staff members are anticipated to promptly address and resolve these issues using courteous language and expressions that display concern. However, dealing with complaints can be challenging, particularly for new hotel staff undergoing training. This article presents a comparative analysis of how complaints are addressed in hotels by native Thai and English speakers, alongside an examination of the language strategies used by Thai learners of English as a Foreign Language (EFL) in comparison to both native speaker groups. The study involved 30 native English-speaking (NE) and 30 native Thai-speaking (NT) hotel employees, along with 60 Thai English as a Foreign Language (EFL) learners, 30 with low proficiency (EFLL) and 30 with high proficiency (EFLH). Data on complaint responses were collected through an oral discourse completion task. The responses from these tasks were analyzed to identify and categorize the linguistic patterns used by the four participant groups. Moreover, the study investigated whether the EFLL and EFLH groups exhibited any transfer of communication styles compared to the NE and NT groups. The results revealed that twelve different linguistic formulas were employed in addressing complaints, with the top three strategies across all groups being: Offering Repair, Expressing Apology, and Acknowledging

Responsibility. The findings also indicated that the complaint responses from Thai EFL learners, both low and high proficiency, contained elements that might lead to misunderstandings or ineffective communication when interacting with native English speakers. The study concludes by suggesting pedagogical approaches to enhance the pragmatic competence of EFL learners and offers recommendations based on the findings.

Y

Ypsilandis, George S. and Alexandra E. Vasilopoulou

“Explicit and implicit claimed correction policy on pragmalinguistic failure in persuasive speech of L2 learners”

Linguistic elements transferred from one language to another, together with other sources of pragmatic errors, are often reported to be the main cause of communication problems, marked as pragmalinguistic failure. These infelicities are typically remedied by language teachers, following different paths and varied types of corrective feedback provision strategies. This paper examines how Greek L1 teachers (n=176) claim to correct pragmatic errors in written discourse. Three examples of pragmatic failure for each type of the Aristotelian persuasive strategies were selected from seven scholarship application letters written by L2 learners of Greek. The teachers were initially asked to select the corrective approach they follow between the two options offered (explicit/implicit). At a second stage, they were required to select one of the four corrective feedback strategies presented to them to address each pragmatic infelicity on a purposefully designed digital questionnaire. The survey revealed that teachers claimed to prefer implicit corrective interventions. Indicating the error and offering *immediate direct modification* was found to be the least favourable corrective strategy while most teacher participants selected *requests for clarification*, *repetition* and *metalinguistic feedback* to tactically address the problem. The independent variables tested (gender, age and teaching experience) to explore whether these would affect teachers' decisions proved not to statistically affect their correction policy.

Z

Žagar, Igor Ž.

“From verbal to non-verbal: How far can we go?”

In the field of linguistic pragmatics, there has been a lot of work on non-verbal communication in the last decades: extensive studies by Fernando Poyatos are especially salient (*Nonverbal Communication across Disciplines* (2002); *Advances in Non-Verbal Communication: Sociocultural, Clinical, Esthetic and Literary Perspectives* (1992)), as well as work on gestures by Armstrong, Stokoe and Wilcox (*Gesture and the Nature of Language* (1995)), J. Streeck (*Gesturecraft* (2009)) and many others.

At approximately at the same time, the field of rhetoric and argumentation, in the last fifty years mostly influenced by classical rhetoric (Aristotel, Cicero, ...), Perelman and Olbrecht-Tyteca's *New Rhetoric* (1958), Toulmin's *The Uses of Arguments* (1958), pragma-dialectics (van Eemeren, Grootendorst, Houtlosser, ... (1983 -)), and informal logic (Johnson, Blair, Govier, ... (1981 -)), started to open for new approaches, especially in visual argumentation (Groarke, Birdsell, Tseronis, ... (1996 -)).

In this paper, I would like to explore how far we can go. Can we widen the scope even more and try to include taste, smell, and touch? If words and visuals are shared by the participants in the (argumentative) discussion, smells, tastes and touches present a problem. We have to report about them (verbally), which takes their distinctive (ontological) features away: they become simple words and phrases of descriptive kind, and cease to be distinctive entities, the entities we perceived non-verbally, with different senses.

Can taste, smell and touch and therefore be(come) arguments (play argumentative roles, assume argumentative functions)? And how wide can the scope of what is an argument be? Should we consider drawing a line between argumentation and persuasion? These are the questions I'll be concerned with in my presentation.