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Cultural Orientation in the Negotiation of Justice in Nigerian Adjudicative Discourses

The Nigerian legal system comprises both the conventional court system and the culturally-inclined alternative dispute resolution (ADR) system. The former is rigidly legally-constrained contra the latter which seems to dis-orient to the principles of the rule of law but seems acceptable to people in large measure because of its negotiability. In the course of the negotiation, participants' identities are constructed as apriori and emergent phenomena which consequently constrain justices. Earlier studies have concentrated on the use of social variables, speech variations, code alternations, naming, communicative styles, lexical items as markers of identity, but have neglected participants' strict cultural orientations in the negotiation of justice. This research is, therefore, set to explore how justice is culturally negotiated to show the process and product of ADR as an index of societal peaceful co-existence. The study adopted Functionalism theory of culture and Locher and Graham's (2010) Interpersonal pragmatics, which respectively are concerned with discursive construction of justice, discursive negotiation of social realities, sequence and situatedness of discourse. Data comprises purposively selected taped hearing sessions and documented cases between 2010 and 2017 in three southwestern Nigerian universities: University of Ibadan, Adekunle and Olabisi Onabanjo University (OOU), where alternative dispute resolution is practiced. The data are subjected to pragmatic analysis. The findings reveal that Nigerian adjudicative encounters are punctuated with restorative and regulatory cultural orientations. These orientation are indexed articulated through the cultural values of patience, family sense, children innocence, in-laws' adoration, integrity, male supremacy and caution. These orientations projected three categories of justice, namely, distributive, restorative and interactional justices which are expressed through culturalization of discursive action, individualization of discursive action and analogization of experience. The justices are marked by information packing construction. The study concludes that culture plays important role(s) in the construction and negotiation of justice but also establish its impacts in the restoration of societal peace.

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Bio-note

Simeon Ajiboye has a Ph.D. in English (Pragmatics) from the University of Ibadan and now works as a lecturer with Bowen University in the Department of English. He is a fellow of the Alexander von Humboldt Research Fellowship in Germany with the University of Augsburg, Germany. His research interest centers on Legal Pragmatics, Pragmatics, Discourse analysis and Peace and Conflict Resolution. He has published in these areas in both national and international journals outfits

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Pragmatics of Illnesses in Colloquial Jordanian Arabic: What Matters and What Does Not!

This article investigates the linguistic expressions of a number of illnesses in Jordanian Arabic (JA). Drawing on naturally occurring data, we supply evidence that illnesses in JA are predominantly expressed by two distinct sets of expressive strategies, vis. euphemistic expressive strategies (EESs) and non-euphemistic expressive strategies (NEESs). The former are exclusively used when cancer and mental health disorders are referred to. EESs essentially include the replacement of the name of the illness with some religious expressions or certain conventional terms, especially in reference to cancer. On the other hand, NEESs are used in conjunction with other illnesses (e.g., heart problems, kidney dialysis, diabetes, etc.). We discuss the effects of (folk) religious beliefs and local norms and values in determining the use of these expressive strategies.

Bio-note

Sukayna Ali is a translation instructor at the University of Jordan. She earned her Bachelor's and Master's degrees from the University of Jordan. Currently, Sukayna is pursuing her Ph.D. at Universiti Sains Malaysia, focusing her research on audio-visual translation, particularly subtitling, as well as written translation and pragmatics, with a special emphasis on discourse markers.

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On the Social Meanings of the use of Explicatures or Lack thereof

The term ‘explicatures’ pertains to the inferential developments made in the explicit aspect of utterances with the objective of attaining a greater degree of clarity (Sperber & Wilson, 1986). It was first introduced by relevance theory to provide evidence that the explicit part of communication may contain a pragmatically inferred material which facilitates communication and makes it more ostensive (Carston, 2000). Nevertheless, there are instances where explicatures are deliberately avoided in order to achieve certain social meanings and communicative goals. This research article examines the social functions, which are accomplished when communicators do not articulate pragmatically inferred material, which is part of the explicit meanings of the utterance, resulting in intentionally less explicit utterances during communication. Based on the analysis of genuine communications obtained from real-life interactions from Jordanian Arabic, the findings of the study demonstrate that the act of not articulating explicatures serves certain social purposes, such as not inviting evil eye, not damaging the positive face of the addressee or the person under discussion, and avoiding the explicit mentioning of delicate matters like illnesses and social taboos; hence conforming to the established social conventions. Furthermore, the results referred to a remarkable association between particular areas of explicatures identification and certain social functions and meanings.

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The Pragmatics of Style: Translating for the Multimodal Art Exhibition Space

Museums and art galleries are not only spaces of awe and wonder. They are “contact zones” (Clifford, 1997) that have the potential to promote learning and cultural exchange. But the cultural other is not presented objectively. Displayed artefacts are not neutral – they acquire new meaning from the context in which they are placed. Objects are displayed to make visual statements, which are meant to be interpreted within the framework of their labels, and through the interaction between text, object and exhibition space (Hooper-Greenhill, 2000; Sturge, 2007). This paper analyzes the translation into Arabic of information panels and labels at the exhibition ‘Forever – Valentino’, held at the M7 art center in Doha in 2022 to pay homage to Valentino Garavani and celebrate the heritage of the Italian fashion brand, in its largest exhibition to date. Adopting a text linguistics and cross-cultural pragmatics perspective (House, 2012; House & Kádár, 2021), and guided by a functional approach to translation (Nord, 2018), this case study addresses cross-cultural communication challenges, focusing specifically on the rhetorically-motivated arrangement of linguistic elements in exhibit descriptions, and their semiotic interaction within the multimodal art gallery space. The paper highlights the importance of taking into account the semiosis of the exhibition space in translating exhibit description texts, where language and art meet, and the semantic and pragmatic content of the message becomes inseparable from its form.

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La autoimagen en el acto de habla de disculpa: un estudio contrastivo del español mexicano y peninsular

En las últimas décadas, el acto de disculpa ha generado mucho interés, lo cual se traduce en abundantes publicaciones. La atracción hacia esta categoría se atribuye a que, en la interacción comunicativa de muchas sociedades y culturas, las disculpas ocupan un lugar central (e.g. Leech, 1983).

Este trabajo presentará un estudio comparativo sobre el acto de disculpa entre las variantes del español de México y España. El análisis se focalizará en los verbos performativos que se usan en las expresiones explícitas de disculpa como *disculpar(se)*, *perdonar*, *lo siento* y sustantivos cognados como *disculpa* y *perdón*. Dicho estudio está fundamentado en la elaboración de un corpus de lengua oral correspondiente al último cuarto del siglo XX y las primeras décadas del XXI. Los datos se obtuvieron a partir de varios corpus de lengua oral existentes para el español mexicano y peninsular como: *Corpus del Proyecto para el estudio sociolingüístico del español de España y de América* (PRESEEA), *Corpus Sociolingüístico de la Ciudad de México* (CSCM), *Corpus Oral de Madrid* (CORMA), *Valencia Español Coloquial* (Val.Es.Co).

El análisis que presentamos plantea un acercamiento a los datos de ambas variantes desde la perspectiva de la (auto)imagen, la gravedad de la ofensa y la atenuación, que permita profundizar sobre la variación en la selección de formas de disculpa. Para ello se hará uso de una taxonomía de ofensas, relacionadas con el concepto de 'imagen' (Brown y Levinson, 1987, Bravo, 1999; Fant y Granato, 2002; Hernández Flores, 2005). Se comprobará que el acto de la disculpa no sólo está orientado hacia la protección de la imagen del interlocutor sino también al deseo del propio hablante de salvaguardar la suya. Además, se estudiará hasta qué punto el mayor/menor grado de la ofensa y la imagen afectada se relaciona con los distintos mecanismos de atenuación.

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Marlies Jansegers es profesora de la Universidad de Gante. Su principal área de investigación son los verbos de percepción y los marcadores de disculpa. Es autora de *Hacia un enfoque múltiple de la polisemia. Un estudio empírico del verbo multimodal "sentir" desde una perspectiva sincrónica y diacrónica* (De Gruyter 2017), que estudia el verbo *sentir* desde una perspectiva interlingüística (francés, español e italiano), diacrónica y sincrónica. Asimismo, está interesada en la lingüística de corpus, las metodologías cuantitativas aplicadas a la pragmática (contrastiva), la lingüística histórica y dialectal.

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Dynamic Constraint-satisfaction and Figurative Language

Understanding figurative language, such as irony and metaphor, has long intrigued researchers in psycholinguistics and cognitive science. Parallel constraint-satisfaction models propose that individuals interpret meaning probabilistically, constructing the most fitting interpretation from available information metaphor (Pexman, Ferretti, and Katz, 2000; Katz, 2005; Pexman, 2008). These models can be instantiated in a connectionist neural network, with each interconnected unit representing a potential solution for the comprehension problem. The model processes the information by adjusting the activation levels of the units via a relaxation mechanism until the network reaches a stable state (Pexman, 2008).

Despite their utility, constraint-satisfaction models face criticism for inadequately addressing how different forces operate over varying time scales and interact to produce emergent figurative behaviours (Gibbs and Colston, 2012). Dynamic systems offer a potential solution. They are able to automatically reconfigure their phase space, and therefore the strength and positioning of their attractors, in response to changes in their operational environment.

This contribution aims to integrate dynamic and constraint-satisfaction models to explain how forces operating on different time scales, combined with probabilistic meaning analysis, dynamically influence the conformation of the cognitive phase space.

Drawing on examples and literature, this presentation will explore how heterogeneous factors impact a system in continuous search for a stable state, i.e., a coherent interpretation. By integrating these theoretical frameworks, the contribution aims to provide a more comprehensive account of figurative language comprehension, highlighting the interplay between stability and flexibility in cognitive processes.

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Bio-note

Alessandro Aru recently completed his PhD in English Linguistics at the University of Pisa. He currently teaches Business English at the Economics Department of the same university. His research interests include Pragmatics, Discourse Analysis, and Cognitive Linguistics, focusing on the complexities of figurative language within the theoretical framework of Complex Adaptive Systems. His published works cover topics such as the conceptual structures underlying the understanding of extended metaphor, the interaction between frame shifting and satire, the detection of irony markers in political discourse on Twitter and British newspapers and the application of Conceptual Blending Theory to the analysis of compound figures of speech. Alessandro's comparative studies also explore the subtle use of ironic language in both Italian and British contexts.

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A Cross-linguistic Account of Implicative Verbs

Implicative verbs is a category of presupposition triggers that entail the truth of their complement while carrying presuppositions regarding conditions on the context of utterance. While this has been mostly studied in English, there is insufficient work on such inferences in other languages. Moreover, there is no consensus on the implicative behaviour of verbs like *remember* and *manage* even in English (Karttunen 1971; Baglini & Francez, 2016). In this study, we will examine implicative verbs and their inferential profile in Tamil, English, and Swedish, starting with the verbs *remember*, *manage*, *forget* and *fail* as case studies to determine whether their lexical semantics generate parallel inferences and contextual constraints (cf. Levinson & Annamalai, 1992). For example, we have observed that affirmative assertions involving *remember* in English generally commit the speaker to the truth of the complement (as in (1)), whereas in Tamil (2) this is not the case, there is no implication of the truth of complement. On the other hand, (1) also presupposes that the subject of the main clause was under some obligation or constraint to lock the door which also holds in Tamil:

(1) She remembered to lock the door

(2) Aval-ukku kadhav-ai poot-a nyabagam-irundha-dhu
she-DAT door-ACC lock-INF memory-have-3.SG.PST.N
She remembered to lock the door

Additionally, as shown by de Marneffe et al (2019) among others, the processing of such verbs and the commitments they engender are highly dependent on the conversational context. For this reason, such dependencies might vary cross-linguistically. All these considerations indicate that an appropriate account of the processing conditions of such verbs requires both a fine-grained account of their conceptual structure and a conversational model. We will present such an analysis within the framework of DS-TTR (Gregoromichelaki, 2018) which provides the appropriate contextualisation of lexicogrammatical constraints within a dialogue processing model.

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Bio-note

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Procedural Structures: The Case of Pre-posed Subordinate Clauses

What is the difference in meaning between the sentence-structure in (1)/(3), on the one hand, and that in (2)/(4), where the subordinate clause has been placed to the left of the main clause?

- (1) She thanked him because/since he helped her.
- (2) Because/since he helped her, she thanked him.
- (3) I'll buy this house, if you give me the money.
- (4) If you give me the money, I'll buy this house.

Given the propositional equivalence of (1)-(2) or (3)-(4), differences in meaning of this sort have basically been studied by appeal to pragmatic notions like 'topic' or 'givenness' (Ford and Thomson 1986, Schiffrin 1992), that is, notions that basically originate from the field of functional linguistics. However, as is often suggested in the relevant literature, the foregoing notions tend to evade a widely-acknowledged definition. This, however, can be said to impede the task of describing reliably and univocally (across contexts) the type of impact that a pre-posed subordinate clause has on the pragmatics of an uttered sentence.

In light of all this, the aim of this presentation is to seek a more reliable perspective from which to explore the pragmatics of subordination, placing emphasis on the case of pre-posed subordinate clauses.

The model of meaning analysis brought to bear on the achievement of a rigorous and coherent account is that of relevance theory (Sperber and Wilson 1995). More specifically, it will be shown that the foregoing cases of pre-position can be accommodated rigorously and uniformly on standard procedural grounds, in other words as syntactic constraints on procedural inference. Thus, the employment of a sentence-initial clause serves to trigger the procedure that, whatever the content that will follow the pre-posed clause [e.g. *she thanked him* (2), *I'll buy this house* (4)], it will be relevant to the context associated with the pre-posed clause.

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Bio-note

Dr Bardzokas currently holds a position as a member of special teaching staff in Aristotle University. His main research interests lie in semantics/pragmatics. He has published a number of papers in journals, i.e. *Journal of Pragmatics*, *Language and Communication*, *Corpus Pragmatics*, *International Review of Pragmatics*, *Pragmatics and Cognition*, and in edited volumes. His book "Causality and Connectives: from Grice to Relevance" was published by John Benjamins in 2012.

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Breaking the Mold: Integrating Pragmatics from Day One in Foreign Language Instruction

Competence in a foreign language extends beyond linguistic proficiency, as the ultimate goal is effective communication in specific contexts with other individuals. This becomes particularly crucial for language learners, especially beginners, who often face constraints in traditional language learning programs, where instructional time is primarily allocated to grammatical content, leaving minimal room for the development of pragmatic skills (Niżegorodcew, 2011: 14).

This presentation advocates for the systematic inclusion of pragmatics in foreign language learning programs, emphasizing the simultaneous enhancement of grammatical and pragmatic competencies. As asserted by Payrató (2018: 66), language instruction should aim to enrich communicative competence by addressing both grammatical and pragmatic aspects in a balanced manner. From the outset, language learners should be guided in navigating the complexities of linguistic correctness and pragmatic appropriateness in expression and interpretation.

Examining the pragmatic competence of language learners involves identifying potential pragmatic interferences between their native language (L1) and the target language (Escandell Vidal, 2009: 99-102). Focusing on cross-cultural rather than purely intercultural perspectives (Kecskes & Romero-Trillo, 2013: 1), we will explore the specific challenges and considerations related to integrating pragmatics into the teaching of Spanish in German school contexts (Pons Bordería, 2005: 56).

The presentation will provide an overview of the key elements necessary for the effective transmission and acquisition of pragmatic competence within the realm of foreign language teaching, offering recommendations for their type and mode of instructional delivery.

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Pragmatic Interferences in Beginner Levels: A Cross-Cultural regard of German and Peninsular Spanish Speech Acts

Pragmatic interferences, both sociopragmatic and pragmalinguistic, are often overlooked as mere transfers by receivers. However, these can be perceived as intentional actions, potentially interpreted as impolite, hostile, unfriendly, or aggressive (Amenós Pons et al., 2019: 105).

This presentation unveils the outcomes of a cross-cultural investigation focusing on pragmatic interferences between German and Peninsular Spanish speech acts at A1 and A2 levels within the Common European Framework of Reference for Languages. The survey aims to identify pragmatic content essential for the academic curriculum of Spanish language learners in Germany, with a specific emphasis on averting cultural misunderstandings.

The exposition will compare a selection of beginner-level speech acts based on the work of the Department of Language Policy of the Council of Europe, as reflected in the Curricular Plan of the Cervantes Institute. This document advocates that language learners must be acquainted with the strategic use of observation and comparison procedures to identify and analyze situations prone to misunderstandings and cultural conflicts (PCIC, 2007: 84, 89).

The inclusion criteria for speech acts in the academic curriculum focus on instances where pragmatic inadequacy may arise due to the contrast between norms and forms of the learners' native language-culture and those of the target language-culture (critical incidents).

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‘One in one out!’ Social Distance Regulations Communicated by Greek and British Businesses

The containment measures introduced during the Covid-19 pandemic have impacted on many aspects of people’s lives. Restrictions on face-to-face contacts have also led to new forms of communication, with many interactions moving online and a steep increase in publicly displayed written messages (Ogiermann & Bella, 2021, Bella & Ogiermann, 2022, Wei, 2023).

The present paper focuses on public signs implementing social distancing that have emerged globally during the pandemic. It offers a societal perspective on a global phenomenon through a cross-cultural analysis of 700 signs displayed in Greek and English businesses and photographed between March and October 2020.

Given the tension between the need to attract customers and the legal requirement to implement the measures, the main focus of our analysis is on the different ways in which businesses display or avoid displaying agency (Van Leeuwen, 1996). While both sets of data rely heavily on imperatives and deontic modals, there is a tendency to suppress agency through elliptical (e.g., “One in one out”) and passive (“Only 2 people are allowed”) constructions, as well as to delegate authority through references to legislation.

At the same time, the Greek data shows interesting links between agency and formality. Unlike in the English data, there is a heavy reliance on nominalisation, whereby the businesses suppress their agency. Yet, it also contains a high frequency of performative verbs, such as *παρακαλώ* (to ask), foregrounding the businesses’ agency. Our research, therefore, makes an original contribution to the study of the interplay between the cultural and the global in formulating regulatory discourse during a global health crisis.

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A Lexical Pragmatic View on the Relationship between Word Meanings and Encyclopaedic Knowledge

In the past two decades or so, the investigation of word meaning has experienced a highly intensive interaction between lexical semantics and pragmatics. Although various theoretical strands of research adopt different criteria whether various word meanings in utterances are represented by the lexicon or pragmatics, there is no doubt that a new – lexical pragmatic – perspective has to be taken to explain contextually emerging word meanings. It is the general case that meanings of content/descriptive words do not encode full-fledged concepts and so their lexical representations are underspecified (cf. Bibok 2014, Carston 2016). Consequently, communicated concepts get enriched through considerable pragmatic inferences in immediate and extended contexts of utterances. Immediate contexts can be extended with (i) information from the preceding discourse, (ii) information from the observable physical environment or (iii) encyclopedic information evoked by context-dependent actual world knowledge (cf. Sperber and Wilson 1995). However, detached from its contexts, some encyclopedic information can become context-independent; and, what is more, it can be fixed in lexical entries as integral parts (Németh T. and Bibok 2010: 505, cf. also Kecskes 2012).

Against the above theoretical background, the present paper outlines a new typology of encyclopedic information. It does not only distinguish between two types of encyclopedic information: encoded and not encoded one by the lexical-semantic representation. Several subtypes are also identified in regard to (i) how the encoded encyclopedic information is connected to other fragments of lexical representations, as well as (ii) where the not encoded encyclopedic information comes from and where it is stored. All of them are illustrated by thorough analyses of Hungarian and Russian data including nouns of artifacts and verbs of cutting.

The paper concludes that the huge amount of human world knowledge involved in understanding linguistically communicated ideas can definitely be systematized in an elaborated lexical pragmatic framework.

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Linguistica Hungarica (2004, 2005); co-author (with Martina Katalin Szabó and Veronika Vincze) of “*Thank you for the terrific party!*” – *An analysis of Hungarian negative emotive words* (*Corpus Linguistics and Linguistic Theory* 2023, 451-485). His special area of interest includes lexical pragmatics and the relationship between linguistics of the Russian language and theoretical linguistics.

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A Cross-linguistic Account of Implicative Verbs

Implicative verbs is a category of presupposition triggers that entail the truth of their complement while carrying presuppositions regarding conditions on the context of utterance. While this has been mostly studied in English, there is insufficient work on such inferences in other languages. Moreover, there is no consensus on the implicative behaviour of verbs like *remember* and *manage* even in English (Karttunen 1971; Baglini & Francez, 2016). In this study, we will examine implicative verbs and their inferential profile in Tamil, English, and Swedish, starting with the verbs *remember*, *manage*, *forget* and *fail* as case studies to determine whether their lexical semantics generate parallel inferences and contextual constraints (cf. Levinson & Annamalai, 1992). For example, we have observed that affirmative assertions involving *remember* in English generally commit the speaker to the truth of the complement (as in (1)), whereas in Tamil (2) this is not the case, there is no implication of the truth of complement. On the other hand, (1) also presupposes that the subject of the main clause was under some obligation or constraint to lock the door which also holds in Tamil:

(1) She remembered to lock the door

(2) Aval-ukku kadhav-ai poot-a nyabagam-irundha-dhu
she-DAT door-ACC lock-INF memory-have-3.SG.PST.N
She remembered to lock the door

Additionally, as shown by de Marneffe et al (2019) among others, the processing of such verbs and the commitments they engender are highly dependent on the conversational context. For this reason, such dependencies might vary cross-linguistically. All these considerations indicate that an appropriate account of the processing conditions of such verbs requires both a fine-grained account of their conceptual structure and a conversational model. We will present such an analysis within the framework of DS-TTR (Gregoromichelaki, 2018) which provides the appropriate contextualisation of lexicogrammatical constraints within a dialogue processing model.

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Bio-note

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Procedural Structures: The Case of Pre-posed Subordinate Clauses

What is the difference in meaning between the sentence-structure in (1)/(3), on the one hand, and that in (2)/(4), where the subordinate clause has been placed to the left of the main clause?

- (1) She thanked him because/since he helped her.
- (2) Because/since he helped her, she thanked him.
- (3) I'll buy this house, if you give me the money.
- (4) If you give me the money, I'll buy this house.

Given the propositional equivalence of (1)-(2) or (3)-(4), differences in meaning of this sort have basically been studied by appeal to pragmatic notions like 'topic' or 'givenness' (Ford and Thomson 1986, Schiffrin 1992), that is, notions that basically originate from the field of functional linguistics. However, as is often suggested in the relevant literature, the foregoing notions tend to evade a widely-acknowledged definition. This, however, can be said to impede the task of describing reliably and univocally (across contexts) the type of impact that a pre-posed subordinate clause has on the pragmatics of an uttered sentence.

In light of all this, the aim of this presentation is to seek a more reliable perspective from which to explore the pragmatics of subordination, placing emphasis on the case of pre-posed subordinate clauses.

The model of meaning analysis brought to bear on the achievement of a rigorous and coherent account is that of relevance theory (Sperber and Wilson 1995). More specifically, it will be shown that the foregoing cases of pre-position can be accommodated rigorously and uniformly on standard procedural grounds, in other words as syntactic constraints on procedural inference. Thus, the employment of a sentence-initial clause serves to trigger the procedure that, whatever the content that will follow the pre-posed clause [e.g. *she thanked him* (2), *I'll buy this house* (4)], it will be relevant to the context associated with the pre-posed clause.

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Dr Bardzokas currently holds a position as a member of special teaching staff in Aristotle University. His main research interests lie in semantics/pragmatics. He has published a number of papers in journals, i.e. *Journal of Pragmatics*, *Language and Communication*, *Corpus Pragmatics*, *International Review of Pragmatics*, *Pragmatics and Cognition*, and in edited volumes. His book "Causality and Connectives: from Grice to Relevance" was published by John Benjamins in 2012.

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Breaking the Mold: Integrating Pragmatics from Day One in Foreign Language Instruction

Competence in a foreign language extends beyond linguistic proficiency, as the ultimate goal is effective communication in specific contexts with other individuals. This becomes particularly crucial for language learners, especially beginners, who often face constraints in traditional language learning programs, where instructional time is primarily allocated to grammatical content, leaving minimal room for the development of pragmatic skills (Niżegorodcew, 2011: 14).

This presentation advocates for the systematic inclusion of pragmatics in foreign language learning programs, emphasizing the simultaneous enhancement of grammatical and pragmatic competencies. As asserted by Payrató (2018: 66), language instruction should aim to enrich communicative competence by addressing both grammatical and pragmatic aspects in a balanced manner. From the outset, language learners should be guided in navigating the complexities of linguistic correctness and pragmatic appropriateness in expression and interpretation.

Examining the pragmatic competence of language learners involves identifying potential pragmatic interferences between their native language (L1) and the target language (Escandell Vidal, 2009: 99-102). Focusing on cross-cultural rather than purely intercultural perspectives (Kecskes & Romero-Trillo, 2013: 1), we will explore the specific challenges and considerations related to integrating pragmatics into the teaching of Spanish in German school contexts (Pons Bordería, 2005: 56).

The presentation will provide an overview of the key elements necessary for the effective transmission and acquisition of pragmatic competence within the realm of foreign language teaching, offering recommendations for their type and mode of instructional delivery.

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Pragmatic Interferences in Beginner Levels: A Cross-Cultural regard of German and Peninsular Spanish Speech Acts

Pragmatic interferences, both sociopragmatic and pragmalinguistic, are often overlooked as mere transfers by receivers. However, these can be perceived as intentional actions, potentially interpreted as impolite, hostile, unfriendly, or aggressive (Amenós Pons et al., 2019: 105).

This presentation unveils the outcomes of a cross-cultural investigation focusing on pragmatic interferences between German and Peninsular Spanish speech acts at A1 and A2 levels within the Common European Framework of Reference for Languages. The survey aims to identify pragmatic content essential for the academic curriculum of Spanish language learners in Germany, with a specific emphasis on averting cultural misunderstandings.

The exposition will compare a selection of beginner-level speech acts based on the work of the Department of Language Policy of the Council of Europe, as reflected in the Curricular Plan of the Cervantes Institute. This document advocates that language learners must be acquainted with the strategic use of observation and comparison procedures to identify and analyze situations prone to misunderstandings and cultural conflicts (PCIC, 2007: 84, 89).

The inclusion criteria for speech acts in the academic curriculum focus on instances where pragmatic inadequacy may arise due to the contrast between norms and forms of the learners' native language-culture and those of the target language-culture (critical incidents).

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‘One in one out!’ Social Distance Regulations Communicated by Greek and British Businesses

The containment measures introduced during the Covid-19 pandemic have impacted on many aspects of people’s lives. Restrictions on face-to-face contacts have also led to new forms of communication, with many interactions moving online and a steep increase in publicly displayed written messages (Ogiermann & Bella, 2021, Bella & Ogiermann, 2022, Wei, 2023).

The present paper focuses on public signs implementing social distancing that have emerged globally during the pandemic. It offers a societal perspective on a global phenomenon through a cross-cultural analysis of 700 signs displayed in Greek and English businesses and photographed between March and October 2020.

Given the tension between the need to attract customers and the legal requirement to implement the measures, the main focus of our analysis is on the different ways in which businesses display or avoid displaying agency (Van Leeuwen, 1996). While both sets of data rely heavily on imperatives and deontic modals, there is a tendency to suppress agency through elliptical (e.g., “One in one out”) and passive (“Only 2 people are allowed”) constructions, as well as to delegate authority through references to legislation.

At the same time, the Greek data shows interesting links between agency and formality. Unlike in the English data, there is a heavy reliance on nominalisation, whereby the businesses suppress their agency. Yet, it also contains a high frequency of performative verbs, such as *παρακαλώ* (to ask), foregrounding the businesses’ agency. Our research, therefore, makes an original contribution to the study of the interplay between the cultural and the global in formulating regulatory discourse during a global health crisis.

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Bio-notes

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Eva Ogiermann is Reader in English Language and Applied Linguistics at King's College London. Most of her research revolves around the question of the culture-specificity of language use. Her publications compare various speech acts in English, German, Greek, Polish and Russian and investigate culture-specific perceptions and conceptualisations of politeness. They include a monograph on apologising (Benjamins 2009), an edited volume on politeness (CUP 2019) and articles in Journal of Pragmatics, Intercultural Pragmatics, Contrastive Pragmatics, Journal of Politeness Research, Multilingua, and Research on Language and Social Interaction.

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A Lexical Pragmatic View on the Relationship between Word Meanings and Encyclopaedic Knowledge

In the past two decades or so, the investigation of word meaning has experienced a highly intensive interaction between lexical semantics and pragmatics. Although various theoretical strands of research adopt different criteria whether various word meanings in utterances are represented by the lexicon or pragmatics, there is no doubt that a new – lexical pragmatic – perspective has to be taken to explain contextually emerging word meanings. It is the general case that meanings of content/descriptive words do not encode full-fledged concepts and so their lexical representations are underspecified (cf. Bibok 2014, Carston 2016). Consequently, communicated concepts get enriched through considerable pragmatic inferences in immediate and extended contexts of utterances. Immediate contexts can be extended with (i) information from the preceding discourse, (ii) information from the observable physical environment or (iii) encyclopedic information evoked by context-dependent actual world knowledge (cf. Sperber and Wilson 1995). However, detached from its contexts, some encyclopedic information can become context-independent; and, what is more, it can be fixed in lexical entries as integral parts (Németh T. and Bibok 2010: 505, cf. also Kecskes 2012).

Against the above theoretical background, the present paper outlines a new typology of encyclopedic information. It does not only distinguish between two types of encyclopedic information: encoded and not encoded one by the lexical-semantic representation. Several subtypes are also identified in regard to (i) how the encoded encyclopedic information is connected to other fragments of lexical representations, as well as (ii) where the not encoded encyclopedic information comes from and where it is stored. All of them are illustrated by thorough analyses of Hungarian and Russian data including nouns of artifacts and verbs of cutting.

The paper concludes that the huge amount of human world knowledge involved in understanding linguistically communicated ideas can definitely be systematized in an elaborated lexical pragmatic framework.

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Bio-note

Károly Bibok is a professor at the Department of Russian Philology, University of Szeged, Hungary. He is the co-editor (with Enikő Németh T.) of *The Role of Data at the Semantics–Pragmatics Interface* (De Gruyter Mouton, 2010) and two special issues on Hungarian pragmatics research of *Acta*

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Contacts of Dialects of the Georgian Language With Minority Languages in Georgia

In multilingual Georgia, Georgian as the state language influences minority languages, but in those regions where dialects of Georgian and minority languages are in contact, we get interesting linguistic results on the dialect level.

The paper deals with the region of Kvemo Kartli. Part of population of this region speaks the Kartlian dialect of the Georgian language. Kvemo Kartli is also populated by the Armenian and Azeri minorities. Armenian and Azeri languages in Kvemo Kartli contain vocabulary characteristic of the Kartlian dialect of Georgian, and on the other hand, the Kartlian dialect includes Azeri and Armenian borrowed words.

The paper examines borrowings obtained through language contacts that are not reflected in literary languages but are important at the level of the Kartlian dialect and in the everyday life of the Armenian- and Azeri-speaking minorities of the Kvemo Kartli region. The article looks at these loan words, changing of their meanings or range of collocation in all three languages.

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Main scientific interests: Sociolinguistics, History of Linguistics, Poetics and Linguistics.

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Conversational Routines in Jane Austen's *Pride and Prejudice* and across Lingua-cultures

Conversation plays a central role in Jane Austen's novels and in *Pride and Prejudice* (1813) in particular. The novel paints a vivid picture of Georgian life and social dynamics in rural England, as characters and their social standing are shaped through conversation, which followed precise rules dictating what to say and how to say it in public encounters (Morini, 2008). Conversational routines (Coulmas, 1981) are extremely relevant to the analysis of dialogic exchanges, since they contribute to conducting social intercourse and negotiating social identity within a community (Bardovi-Harlig, 2012). They may display a varying degree of formulaicity and include speech acts such as greetings, apologies, thanks, etc. The present paper continues previous work (Sandrelli & Bonsignori, *forthc.*) with a focus on introductions, requests, and invitations, which are analysed diachronically in the novel and in three adaptations for the screen, namely the 1940 film (dir. Robert Z. Leonard), the 1995 TV miniseries (dir. Simon Langton) and the 2005 film (dir. Joe Wright). Then, the same conversational routines are analysed in the Italian dubbed versions of the three adaptations, in the first translation of the novel ever published in Italy (Caprin, 1932) and in a recent one by one of Italy's leading literary translators (Pivano, 2007). Said conversational routines are investigated quantitatively and qualitatively through a cross-cultural pragmatic lens (House & Kádár, 2021) to verify how they were used in the adaptations (both when whole exchanges were taken from the novel and when narrative passages were transformed into dialogues on the screen), and, ultimately, how they were transposed in the Italian translations. More specifically, the analysis aims to ascertain whether the conversational routines of the English source texts were conveyed through the same speech acts (with the same illocutionary force) in the Italian target texts, thus preserving the effect.

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On Court Interpreting at the Shell-Eni Nigeria Trial: Pragmatic Aspects

The present paper examines the role of the interpreter as an “intrusive element” (Berk-Seligson, 2002[1990]: 96) in the courtroom by analysing selected excerpts of the Shell-Eni Nigeria trial, during which some unqualified and manifestly inadequate interpreters appointed by the Court of Milan failed to convey the semantic and pragmatic meaning of source-language utterances and were, in given cases, even replaced by the interpreters present for Shell’s staff. The analysed material has been downloaded from the website of *Radio Radicale*, providing the audio recordings of the whole trial starting in 2018 and ending in 2021. The investigation covers the first five months of the trial, centring on those hearings in which the interpreting service was required owing to the presence of English-speaking witnesses. The analytical methodology builds on Berk-Seligson’s (2002[1990]) and Hale’s (1996) seminal studies of interpreter-mediated courtroom interaction, which clarify that “interpreting accurately means interpreting pragmatically” (Hale, 1996: 61) in that it enables the preservation of the illocutionary and perlocutionary force of speakers’ utterances. The study also draws on conversation analytic-informed approaches to dialogue interpreting (Straniero Sergio, 2012) to gain clearer insights into the intercultural communication challenges arising during the Shell-Eni trial. Besides revealing a number of instances in which interpreters alter the pragmatic aspects of the interaction among judges, lawyers and witnesses, the findings shed light on the coordinating role (Wadensjö, 1998: 108-110) of the interpreters, who often carry out explicit coordination strategies such as asking for clarifications, interrupting interlocutors or inviting them to resume talking (Merlini, 2015: 105), thereby fostering comprehension between Italian and English-speaking participants in the trial. In addition, the results suggest that repetitions are also deliberately harnessed by some interpreters to ensure cohesion and coherence among conversational turns (Straniero Sergio, 2012: 30) and to make utterances more intelligible for interlocutors (Straniero Sergio, 2012: 51).

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Criteria for Annotating Epistemic and Effective Stance: A Proposal for Discourse on Immigration and Humanitarian Crises Involving Refugees

This presentation concerns the criteria used for annotating stance in the research project “Stance Strategies in Immigration and Racism-Related Discourse: Analysis and Applications in Affective Learning Practices” (RACISMMAFF), funded by the Spanish Ministry of Science and Innovation. The team, headed by the authors of this presentation, includes members from 11 universities and 7 countries. The project aims at compiling and annotating two cross-linguistic corpora on 8 languages: (i) a corpus of political and newspaper discourse, and (ii) a corpus of EU university students and pre-service teachers voluntarily taking part in self-developed affective-based webinars and workshops.

The project focuses on two kinds of stance (Marín-Arrese 2021a, 2021b). The first, epistemic stance, concerns justificatory support of the validity of the information transmitted, and includes categories such as epistemic modality, evidentiality and factivity. The second, effective stance, concerns the realization of events and aims at determining or influencing the course of reality, and includes categories such as deontic, dynamic and volitional modality, and directive speech acts. Epistemic and effective stance semantically scope over propositions and states of affairs, respectively (Boye 2012, 2023).

The compilation of the corpus of political and newspaper discourse was followed by the annotation phase, for which an annotation system of epistemic and effective stance was devised. Due to the complexity of both categories, evidenced by references such as Wiemer and Stathi (2010), Nissim et al. (2013), Lavid et al. (2016) or Carretero and Zamorano-Mansilla (2019), the annotation met a number of problematic issues. Examples are the problems posed by degree of explicitness of the proposition or state of affairs, presupposition, subjectivity, grammaticalization, co-occurrence of two markers, reference to past or future time, or counterfactuality. This paper will succinctly expose these problems and also the solutions adopted. For most cases, we consider that different possible solutions have pros and cons; therefore, the solutions will not be presented as definitive but rather as methodological decisions made keeping in mind the overall aims of the project.

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Bio-notes

Marta Carretero is professor of English language and linguistics at the Complutense University of Madrid (Spain). Her research concentrates on modality, evidentiality and evaluation. She has published in *Journal of Pragmatics*, *Functions of Language*, *Languages in Contrast*, *Word* and *Applied Corpus Linguistics* among other journals. She is co-editor of five books, including *English Modality: Core, Periphery and Evidentiality* (2013) and *Evidentiality Revisited: Cognitive Grammar, Functional and Discourse-Pragmatic Perspectives* (2017). She has continuously participated in research projects funded by Spanish ministries, and is currently co-director of the project titled *Stance Strategies in Immigration and Racism-Related Discourse* (RACISMMAFF), reference PID2021-125327NB-I00

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Epistemic and Effective Stance in Spanish Conservative Newspaper and Political Discourse on Immigration and Refugees

This study sets forth an analysis of epistemic and effective stance realizations in two 120,000-word Spanish corpora. The first consists of opinion articles from conservative newspapers (*El Mundo*, *La Razón*, *Libertad Digital*, *La Gaceta* and *OK Diario*), and the second contains transcribed political spoken discourse from members of two conservative parties, *Partido Popular* (centre-right) and *Vox* (right). Both corpora are evenly divided into discourse concerning illegal immigration and discourse about three humanitarian crises involving refugees: Syria 2015, Afghanistan 2021 and Ukraine 2022-. Drawing from findings of previous research (Carretero, 2023; Marín-Arrese, 2021; Domínguez Romero & Martín de la Rosa, 2023; Mora-López & Ferrer-Navas, 2023), this study aims to (dis)confirm the following hypotheses:

- 1) The newspaper corpus will contain more occurrences of epistemic stance, while the political corpus will be richer in expressions of effective stance. In other words, the stance expressions in the newspaper discourse will be comparably more inclined towards assessing the validity of information and less inclined to try to influence the course of reality.
- 2) The political corpus will display more expressions of epistemic stance of the 'personal' subtypes, i.e. those that explicitly mention the speaker or writer (and others) as conceptualizer of epistemicity (yo) sé 'I know', (nosotros) sabemos 'we know', (yo) creo 'I think' or me parece 'it seems to me', among others.
- 3) Differences will be found between discourse on illegal immigration and discourse on the humanitarian crises. For political and ethnic reasons, these dissimilarities will predictably be smaller for the Syria 2015 crisis.

The hypotheses will be (dis)confirmed through a quantitative analysis of epistemic and effective stance on the corpora, combining manual and automatic annotation procedures. The results will also enable the detection of more specific similarities and differences in the stance expressions most frequently employed in each of the two corpora.

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The Tangled Intercultural Web We Weave: Humour Online

Humour, and especially language-based humour, is very much about ambiguity, about not being quite sure that our interlocutor is joking or being serious. A remark may lead us to wonder whether our interlocutor meant to say what they said, or whether it might have been a slip of the tongue. Misunderstanding that triggers humour is caused either by linguistic misinterpretation, because of a cultural gap or because a mixture of both. Using humour in interaction is heavily dependent on face work and politeness theory. This is all well and good within the same language, but it is a very different story when two speakers are from different linguacultural backgrounds, where pragma-linguistic failure is always lurking.

Humour plays a fundamental role in interpersonal relationships and for bilingual cross-cultural couples—where each partner is from a different linguacultural background—humour can be both a bridge and a barrier in communication. This talk explores the dynamics of humour in the performance of online interactions among intercultural social media influencers, focusing on how humour is used to showcase mostly socio-pragmatic norms, but sometimes pragma-linguistic elements too. Of course, we are in the realm of performance occurring in the digital sphere as opposed to the real world, yet the “accidentally but on purpose” stance of these couples, can be likened to naturally occurring interaction between bilingual cross-cultural couples in the real world.

Bio-note

Born, raised and educated in the UK, Delia Chiaro has spent her academic life in Italy where she is currently Professor of English Language and Translation at the University of Bologna. Her research has focused on everything and anything that is benignly multi-faceted and incongruous including bilingualism, audiovisual translation, humour and especially a mixture of all three. She has over a hundred publications in the form of articles, book chapters and books as well as having been invited speaker at conferences around the world. She has been interviewed on her research by the BBC (2018), the journal *Mind* (2018) *The Economist* (2019) and Swiss radio (2020). Her latest book *The Language of Jokes in the Digital Age* (Routledge 2018) will soon be followed by *Comedy in Political Language: How Politicians Use Humour* (forthcoming with Cambridge University Press) and *Language and Laughter on a Plate: A Study of Food and Humour* (co-authored with Debra Aarons, forthcoming with Taylor and Francis).

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Emoji and Computer-Mediated Intercultural Communication: A corpus-based study on the use of Emojis in German as a Foreign Language

This study explores the usage of emojis in Computer-Mediated-Communication (CMC) among Colombian and Argentinian learners of German. Recent research illustrates that emojis fulfil several pragmatic functions including expressing reactions to prior statements and modulating the tone of assertions (Herring & Dainas, 2017, Ge & Harris, 2018). A study by Sampietro (2019) highlights additional functions of emojis. Beyond the illocutionary domain where they help articulate speech acts, emojis aid in discourse, facilitating successful interaction and managing conversation openings and closings. They also signify informality in the stylistic domain and guide the social intent of conversations. These findings, although insightful, stem from speakers interacting in the same L1 within a shared cultural background. The dynamics of emoji use in a second language (L2) and intercultural settings remain, therefore, underexplored.

To address this gap, this study analysed a corpus of WhatsApp messages written during a virtual exchange between 27 Colombian and Argentinian learners of German. Participants, grouped randomly, engaged in weekly tasks in German. The findings show that the use of emojis was largely consistent with speakers of the same L1, suggesting a strong transferability of their main functions, whether they be pragmatic, discursive, or stylistic. Furthermore, emojis were used for another function not observed among speakers using their L1: the performance of identities. For instance, participants expressed such identities using emojis of their respective country flags during introductions to other members. The results of this study suggest that, while the use of L2 did not hinder the realization of the main pragmatic functions of emojis in CMC, the intercultural context prompted an additional one. This underscores the importance of conducting research in intercultural settings to gain a deeper understanding of the functions emojis can perform, revealing nuances that may be overlooked in monocultural studies.

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Carlos Raffo is a Full Professor in the fields of German language, grammar, and reading comprehension at the School of Languages at Universidad Nacional de Córdoba, Argentina. His areas of interest in research include vocabulary and grammar acquisition, materials analysis, and development, reading comprehension in foreign language and teaching of German for specific purposes. He currently holds the position of Secretary of the Students' affairs office. He is a member of evaluation committees in the areas of international scholarships, professors' evaluations, and community action programmes. He is head and member researcher at various research projects.

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Environment and Energy: A Cross-cultural Study

Company disclosure is critical both internally and externally, and will result in an opportunity or a threat, a positive or a negative response by the stakeholders. Among them, customers, employees, environment, and investors may put pressure on the organisation to improve reporting transparency. Energy Sector companies are deemed environmentally sensitive. Thus, reporting not only on financial, but also on environmental and social issues is key to gaining both the reputation of caring about environment and sustainability, and the trust of its stakeholders. By integrating environmental regulations within its activities, procedures, and disclosures, the company improves its value, competitive advantage, overall performance, accountability, employee motivation, internal control (Laskin & Nesova, 2022).

The present paper focuses on how environmental issues are addressed in the websites and in the sustainability reports for the years 2021 and 2022 of BP (UK), Chevron (USA), CNPC (China), ONGC (India), Edison (Italy) and ARAMCO (Saudi Arabia). The methodology will focus on the textual features of their websites and sustainability reports, applying the cultural frameworks proposed by Hall (1976, 2000) and Hofstede (1980), to investigate whether and to what extent cultural attributes influence the reporting practices of these firms.

The results will demonstrate how some companies build trust by focusing on their commitment, active role, performance, and achievements to protect the environment, while others rely on their cultural values and traditions, respect and care for people and nature.

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Corpus-based Analysis of Independent Conditional Clauses and Their Semantic-pragmatic Roles in Hungarian

Independent conditional clauses starting with the subordinate conjunction *ha* 'if' have diverse pragmatic functions (Evans 2007) in Hungarian (1) (2). They are not easy to collect from pragmatically unannotated corpora as they are formally very similar but much rarer compared to regular conditional clauses with a main clause.

(1) *Ezzel azt hiszem a Linux eljutott arra a szintre, ahol már tényleg veszélyezteti az MS monopóliumát. (...) **Ha még a játékok is futnának alatta!***

'With this, I think Linux has reached the level where it really threatens MS's monopoly. (...) **If only games could run on it!**' (MNSz2, #255103097, personal) – wish

(2) *MARA Te meg jobban teszed, ha meghúzod magad, és egy szót sem szólnsz, érted?! **Ha még egyszer meglátlak Béni közelében!***

'MARA You'd do better if you shut up and don't say a word, understand?! **If I see you near Béni again!**' (MNSz2, #90948270, literature) – threat

The aim of this research is to collect a substantial number of stand-alone independent (insubordinate) conditional clauses from the Hungarian Gigaword Corpus (MNSz2) using automated methods, specifically crafted CQL queries. This collection will facilitate the classification of these clauses into semantic-pragmatic categories, which will be compared to typologies of independent clauses in various Indo-European languages (D'Hertefelt, 2018; Kaltenböck, 2016; Lastres-López, 2018). A comprehensive description of these clauses for the Hungarian language has not yet been conducted.

We hypothesize that the most effective extraction criteria in this context will include the following: conditional clauses beginning with the conjunction *Ha* ('if') with an uppercase letter, typical closing punctuation (e.g. exclamation mark), and short sentence length. We will analyze the valid hit rates for independent conditional clauses, specifically investigating their semantic-pragmatic types and typical formal features (e.g. particles, set phrases) and how these features vary with clause length.

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Effective and Epistemic Stance in British Political Discourse on Immigration and Refugee Humanitarian Crises

In recent years, Europe has witnessed a rapid succession of immigration and humanitarian crises involving refugees, which have prominently emerged in the heart of political discourse in Great Britain. The handling of immigrants and refugees within the European Union has drawn significant criticism and led to numerous issues in Britain. This discord has triggered political tensions and fractures in decision-making, notably exacerbated by the aftermath of Brexit, often justified by highlighting the perceived threat of illegal immigration.

Authorial stance permeates political discourse (Marín-Arrese, 2013, 2021b; Martín de la Rosa et al., 2020; Domínguez Romero & Martín de la Rosa, 2023) as speakers' reveal their opinions, assessments, and feelings. With this in mind, this paper presents a quantitative and qualitative analysis of the expression of authorial stance in oral discourse across the political spectrum in Britain. More specifically, it aims to examine the two macro categories of effective and epistemic stance by focusing on the type of markers employed and their communicative purposes in addressing the intertwined issue of immigration and refugees' crises. To this end, we compiled an *ad hoc* corpus of *circa* 240,000 words encompassing evidence from four parties on the right- and left-wing political spectrum: UKIP/Reform Party, Conservative, Labour and Green Party. Each of the 4 subcorpora totals 60,000 words which comprise data (up to 10,000 words each) on the three refugees' crises of Syria (2015), Afghanistan (2021) and Ukraine (2022 onwards) and the related-illegal immigration crises happening at each of those periods. Both effective and epistemic stance manifest language as an instrument of control and influence over the behaviour of others (Langacker, 2013; Marín-Arrese, 2021b). However, whereas effective stance concerns the realization of events, that is, changing the course of reality, epistemic stance concerns knowledge, that is, conceptions instead of realizations (Marín-Arrese 2013). As such, the two notions have been associated with authorial positioning in political discourse as they contribute directly or indirectly to persuasion (Marín-Arrese 2013, 2021a). Effective and epistemic stance markers in our corpus have been manually annotated and classified into the corresponding subcategories following Marín-Arrese (2013, 2021a, 2021b).

Results are expected to reveal distributional differences (1) between the subcorpora of immigration and refugees' crisis, due to moral judgement (good vs bad; i.e. refugees fleeing their countries vs illegal migrants); 2) across different crises, due to reasons of geographical and ethnic distance (we vs us); 3) across ideologies, as migration is perceived differently by left-, centre- and right- wing parties (menace vs benefit).

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Keep Your Eye on the Ball: Processing of Pragmatic Comprehension Tasks

Pragmatic competence encompassing such abilities as using the language for different purposes and understanding various intentions (Bialystok, 1993) is rarely placed in the limelight of classroom attention. Such rare contact with sociopragmatic input can debilitate learners' chances of developing pragmatic comprehension abilities and lead to a situation when even relatively simple pragmatic tasks become complex and difficult ones at the same time. Thus, to comprehend pragmatic reading tasks, a number of higher-order processes are required, such as discourse processing, ambiguity resolution, and the ability to understand context beyond the lexical and structural level. The reader must integrate linguistic representations with extra-linguistic (e.g., pragmatic) information in real time in order to make sense of linguistic inputs in different communicative contexts (Zhou et al., 2010; Jiang et al., 2013b; Clifton et al., 2016).

The primary objective of this study was to scrutinise the reading performance of 100 English L2 undergraduate students (Polish L1 users) of their pragmatic comprehension in three reading tasks, including speech acts of apologizing, requesting, and complimenting. In the study, we triangulated data collected from readability calculators, eye-tracking measures, and a post-task questionnaire to demonstrate that tasks rated easy by students and readability calculators have both complex and difficult characteristics. The correct answers were provided by students who read the text more carefully, i.e., displaying more fixations and longer total fixation durations, which are more often associated with the oculomotor qualities of a higher processing cost.

Students of English at the undergraduate level seem to lack the metapragmatic awareness necessary to focus more on a task and examine its body more closely; thus, explicit instruction on task processing and comprehension monitoring skills may be necessary to improve comprehension of pragmatically oriented tasks.

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Bio-note

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Recent publications include *Communicating with Generation Z. The development of pragmatic competence of advanced Polish users of English* (2022) and “Maintaining respectful? communication by Generation Z students. The case of written discourse in the academic settings” in *Language, culture, identity. Between ethnolinguistics and ethnomethodology* (2022).

Agnieszka Ślęzak-Świat, an assistant professor at the University of Silesia (Institute of Linguistics) in Katowice, Poland, where she completed her PhD on components of strategic competence in advanced language users. She specializes in applied linguistics, language education and foreign language teacher training. focuses in her research work on the reading skills set in the context of reading popular versus specialist texts. Her recent publications include *Development of digital literacy: translanguaging and transmedia note taking formats for academic reading* (2022) and *Specialist texts’ readers—super-smart society’s backbone* (2021).

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Conversational Humour in Initial Interactions in Japanese

Conversational humour is claimed to be a useful skill in social interactions, which may be deployed in accomplishing various social actions. Previous research has shown that the use of conversational humour is influenced by the interactional settings, the interpersonal relationships between the interactants, as well as the underlying cultural tendencies (Dynel & Sinkeviciute, 2021). While an increasing number of researchers have identified its significant roles in initial interactions between interactants who are previously unacquainted, this body of research has predominantly focused on English speaking contexts (e.g. Haugh, 2011). Moreover, scarce attention has been paid to the use of conversational humour in initial interactional settings in Japanese contexts, due to the common assumption about humour being a restricted activity that is only employed between interactants with close relationships. To fill this gap, this study examines the use of conversational humour in initial interactions between previously unacquainted Japanese interactants. The dataset of 20 face-to-face initial interactions (6.5 hours of audio-recordings) was retrieved from BTSJ – Japanese Natural Conversation Corpus with Transcripts and Recordings (Usami, 2022). Candidate humour episodes were analysed using the framework of interactional pragmatics, focusing on the design and response features, as well as the overall trajectory of each episode. The preliminary results indicated the prevalence of various types of conversational humour in Japanese initial interactions, undermining the common assumption about humour being a restricted activity in Japanese contexts. While Japanese initial interactants are claimed to have a tendency of maintaining the boundary (Miyake, 1994), interactants in the current study deployed conversational humour in achieving various interactional goals and developing relational connections.

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Bio-note

Chilmeg Elden is a PhD student at the University of Queensland. Her research interests include conversational humour, initial interactions, and intercultural communication.

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**“I am hope”. Excitable speech acts in *The Sandman*.
A stylistic and multimodal analysis**

In 2022, Netflix released the first season of the US series *The Sandman*, based on Neil Gaiman's homonymous work published by DC Comics between 1988 and 1996. The story features Morpheus, Lord of Dream, striving to save and restore his realm after being dethroned and held captive by humans. To do so, he must find the lost divine tools that legitimise his power. In episode four, *A Hope in Hell*, during his quest Morpheus confronts Lucifer Morningstar, Ruler of Hell.

By employing Austin (1962) and Butler's (1997) theories on speech acts, the present study analyses the two deities' face-off as a compelling example of how language performativity increases and vary according to personal power and power relations. The whole encounter is a mock-polite dialogue, both verbal and non-verbal, between two sovereigns who distrust each other. It escalates into a challenge that promises to be physical, but then turns out to be an exchange of verbal assaults where interlocutors can harm each other through words. As these speech acts draw from specific semantic and semiotic categories, considerations on Morpheus and Lucifer's characterisation are also made by relying on the frameworks of Multimodality (Kress and van Leeuwen, 2006) and Im/Politeness (Culpeper, 2001).

As the study highlights the importance of sociocultural implications behind language choices in clashes of power, the case study retrieved from *The Sandman* is a clear key to understand a real and current type of interaction, that is political confrontation. However fictional and possibly extreme, studying language in fiction is useful as narrators and characters create stylistic effects by violating aspects of interaction (McIntyre and Bousfield, 2017): “[s]uch violations can be revealing of how processes of interaction work, and these insights can be useful to pragmaticians in reassessing and revising pragmatic concepts and frameworks for analysis”. (759-760)

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Bio-note

Roberto Esposito is a third-year PhD student at the University of Naples L'Orientale. At the same university, he obtained a master's degree in Comparative Literature and Cultures, with a pragma-stylistic dissertation on (Im)politeness phenomena in Shakespeare's *Macbeth*. His doctoral research investigates drag culture as a form of social semiotics through a corpus-based, multimodal, and stylistic study of *RuPaul's Drag Race*. His main research interests concern intersectionality and the interplay between verbal and non-verbal language, mainly from a critical discursive perspective.

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Rating Communicative Adequacy in Students' Elicited Email Requests to Faculty: An Analysis of Individual Performance in Italian L1 and English L2

Communicative expertise is shaped by socialisation practices, which vary across groups characterised by different stable social traits (e.g. education, status) and across individuals, who may display different levels of effectiveness and appropriateness as per their specific sociolinguistic history (i.e. experience with and exposure to interactional practices). Previous studies have reported that young adults are not necessarily familiar with the conventions of formal email writing (Félix-Brasdefer, 2012), and that second/foreign language writers face greater challenges in this (Economidou-Kogetsidis, 2021). However, most works compare overall group performance (Schauer 2021, Codina-Espurz & Salazar-Campillo, 2019) or trace the evolution of communicative practices of a single individual (Chen, 2006). Adopting a within-subject design, this paper examines elicited student email requests to faculty in Italian as a Native Language (35 texts; 2,600 words) and English as a Foreign Language (35 texts, 2,800 words) so as to systematically explore similarities and differences in communicative practices at an individual level. The emails were collected through 2 written DCTs, which made it possible to control for key situational variables (-Power, +Distance, +Rank). The email requests were examined along 4 dimensions: structure and interaction management, content, requestive strategies, and form, each comprising several features. Most features were rated with binary values (positive vs negative), while accuracy was rated on a 3-point scale (positive vs fair vs negative). Three findings emerged: the Italian requests were given slightly higher values than the English ones for communicative effectiveness (i.e. content and strategies), but not for structure plus interaction management or form (e.g. paragraphing and punctuation); the differences detected were not significant; and most individuals (about 65%) received identical or very similar scores in both languages. This suggests that nativeness is not necessarily a reliable predictor of interactional adequacy, and that the artificial nature of the data collection may have similarly affected students' performance.

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Bio-note

Sara Gesuato is associate professor at Padua University. She teaches and does research in English language and linguistics. Her research fields include pragmatics, discourse and genre analysis, and corpus linguistics. She has analysed speech acts, academic genres, and catenative motion verb constructions. She has published over 100 works and organised various international conferences. She is currently investigating pedagogical applications of the analysis of oral and written initiating and responding speech acts.

Elisabetta Pavan is researcher at Padua University and associate professor at the University of Primorska (Slovenia). She teaches and carries out research on the English language and on applied linguistics. Her research and publications focus on several interrelated areas: language education, intercultural competences, pragmatics and English in intercultural settings. She has organised international conferences and was visiting professor at the University of Sao Paulo (Brazil). Her research interests mainly deal with the intercultural dimensions of languages, language learning and teaching.

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Shakespearean Pragmatics: Richard III's (Im)polite Behaviour

This contribution aims to situate itself in the field of historical pragmatics. It applies some pragmatic theories to Shakespeare's *Richard III* for the double purpose of contextualizing the early modern production field and showing how a taxonomy of pragmatic patterns is fundamental in terms of character definition.

The lack of extralinguistic cues in written texts is counterbalanced by what Culpeper and Kytö (2010) call *speech-related genres*, i.e. genres displaying linguistic features which can be associated with spoken face-to-face interaction. In this sense, Shakespeare represents a pivotal object of pragmatic study, because of his well-known, all-encompassing linguistic inventiveness and due to the very nature of his *pièces*, since plays are classified as speech-purposed texts, providing the most information on authentic spoken language of the early modern period.

Richard III epitomizes the anti-heroic character winning his confrontations through the mastering of argumentative strategies. In this contribution significant dialogic situations from the Shakespearean play are taken into account with a focus on the interpersonal functions of language, in particular (im)politeness (Brown and Levinson, 1987; Del Villano, 2018), speech acts and controversies (Austin, 1962; Jucker and Taavitsainen, 2008). Being interactions fundamental activity types for context and meaning interpretation, the study of facework – in terms of (im)polite behaviours and face-threatening acts – is fundamental to reconstruct both cultural scripts and linguistic identities, and to show the usefulness of applying new methodological frameworks to old texts.

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Bio-note

Chiara Ghezzi is a PhD candidate in English Language and Translation at the University of Naples L'Orientale. Her research interests include pragmatics, stylistics, argumentation, literary and historical linguistics in general. Since 2021 she is member of the administrative staff of Argo Research Centre (*Centro di Ricerca Interuniversitario di Argomentazione, Pragmatica e Stilistica*). She is currently working on her PhD research on queenship and power in Shakespeare's first tetralogy, while her recent work *Compliments, insults, and broken taboos in Richard III's quest for power* is soon to be published (Napoli: UniorPress, 2024).

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The Role of Epistemic Stance Markers in a Corpus of Galician and Spanish Newspapers

The aim of this paper is to analyze the epistemic stance in a corpus of opinion articles from Galician and Spanish newspapers. The corpus is related to humanitarian crises and immigration in Europe.

To examine the way in which the speaker positions him/herself (epistemic stance) and tries to persuade the reader of his/her conception of reality, we follow Marín-Arrese (2021) and Carretero et al. (2017) epistemic stance proposal. According to this model, epistemic stance is divided into several subcategories: epistemic modality, evidentiality, factivity, cognitive attitude, ignorative attitude, marked enunciational positioning and reformulation of information. The difference between personal and impersonal expression of these categories is also examined. With a methodology of quantitative and qualitative corpus analysis, we answer the question of how the frequency of use of these subcategories contribute to conveying the positioning and persuasive purposes of the writer. The aim of the study is to try to determine whether there is a language preference for a specific category of the above, either in its personal or impersonal form. This preference results in a cultural communicative style. At the same time, the prevalence of a specific category implies the speaker's implicit estimation of the greater persuasiveness of that category and of the communicative style employed.

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Bio-note

Mercedes González-Vázquez is Lecturer of Galician Language at the University of Vigo (Spain). Her research focus on evidentiality, implicitness and indirectness in Galician and Spanish. As a result of this work, the publication of her books *The sources of information: Typology, Semantics and Pragmatics of Evidentiality* (2006) and *From indirectness to irony: analysis of the characteristics associated with the stereotypical image of the Galician speaker* (2023) are to be highlighted. She has participated in the project STANCEDISC “Stance and Subjectivity in Discourse” and “Stance strategies in immigration and racism-related discourse: Analysis and applications in affective learning practices”.

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Variational Pragmatics of German: An intercultural study of the narrative structure of online complaints

The everyday phenomenon of complaining can be formulated in various ways (cf. Trosborg, 2011). In general, it is defined as a linguistic action, where a person “expresses his negative view of a past action by the addressee (i.e., for which he holds the addressee responsible)” (House/ Kádár, 2021: 109). Previous studies mostly show the variety in the realization of the speech act “complaint” with a cross-cultural focus, in both written and oral communication (cf. House/ Kasper, 1981; Massud, 2016; Kunkel, 2020). Despite the great interest in this speech act, however, the intercultural study of complaints in online communication has received little to no attention.

The aim of this talk is therefore to present first results of a corpus-based study on the different strategies in the formulation of online complaints in the German-speaking area. In order to mark visible changes in the structure of complaints, this study is based on a large corpus of negative online reviews published on the platform Google-Maps between 2021 and 2023. The collected data consists exclusively of one-star rated reviews in German, which are addressed to large gym chains across Germany, Switzerland and Austria. The star ratings allow an indication of the negative and dissatisfying experience of the customer and the reviews can thus be classified as complaints.

The focus of this presentation is on the structure of online complaints, e.g. the elaboration and description of specific pragmatic features for this form of communication. On the basis of twelve text-pragmatic units (for example ‘threat’, ‘request’ or ‘description of context’), I highlight diatopic differences in the formulation of complaints in the German-speaking regions. In sum, the results, which I present using a pluriareal approach, show both differences and similarities in the formulation and structure of online complaints, which I present with a statistical and qualitative methodology.

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Bio-note (max 100 words)

Sabrina Guhe is currently working on her dissertation at the Paris Lodron University of Salzburg. Her PhD project is part of the trinational WEAVE-project “Variantenpragmatik des Deutschen. Kommunikative Muster im Vergleich” (“Variational Pragmatics of German Comparing Communicative Patterns”) and explores the pragmatic variation of online complaint communication in the German-

speaking countries (Germany, Switzerland and Austria). In particular, she analyses the variation of negative online comments with regard to explicitness, directness and structure with a pluriareal focus.

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Rethinking Politeness: Using Silence and Laughter to Create Common Ground

Misunderstanding is unavoidable in communication due to interlocutors' restricted access to similarities, conventions, standards, and norms. Naturally, interlocutors would change pathways to prevent the predicted misunderstanding and establish successful communication (Kecskes and Zhang, 2009). Thus, the interpretation of polite remarks to save face is dependent not only on the semantic content of the speech, but also on the surrounding non-verbal cues—vocal, kinesic, and facial—that situate the utterance (Ambady et al., 1996). We investigate the possible variation of the use of paralinguistic features such as silence and laughter by Nigerian students in southeast Nigeria and southern Italy, and set out to answer questions bordering on how select Nigerian students in southeast Nigeria and southern Italy negotiate common ground during interaction; the profound ways they use silence and laughter; the pragmatic function(s) silence and laughter perform in their speech and the implication for conflict avoidance (Lakoff, 1973). Adopting content analysis research design to determine the presence of silence and laughter in the transcripts of recorded naturally occurring talk-in-interaction and informal semi-structured interviews, and considering social variables such as age and gender, and sociopragmatic variables such as power and social distance, the data are drawn from four spontaneous informal interactions each of four groups of 75 Nigerian students in southeast Nigeria and southern Italy. The analysis is framed by politeness theory and conversation analysis. The study reveals that silence and other seek agreement strategies such as membership categorisation unanimously function to create new and sustain existing common ground, and demonstrate opinion-reticence. Equally, both intra-turn and inter-turn pauses introduce pseudo-agreement responses to avoid disagreement.

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Bio-note

Siria Guzzo is Associate Professor of English Language and Linguistics at the University of Salerno, Italy. She holds a PhD in English for Special Purposes and an MA in Sociolinguistics. Her research interests mainly lie in the field of sociolinguistics, and language variation and change. She has conducted research and widely published

in the fields of migration and its effects on identity, new ethnolect formation, language contact and its outcomes, and first and second language acquisition. Her publications include wide-ranging investigations on the Anglo-Italian community in the UK, and a forthcoming volume on the newly emerging Cook Islands variety of English.

Ikechukwu-Ibe Chioma Juliet is a PhD candidate at the Department of Humanities, University of Salerno, Italy and a help teacher of the English Language, as well as an *cultore della materia* (expert on the subject). She has interests in various fields of linguistics, particularly in intercultural pragmatics, (im)politeness studies and discourse analysis. She is a member of the International Pragmatics Association; Associazione Italiana di Anglistica; Identity, Language and Diversity. Her research has appeared in the Journal of Linguistics Association of Nigeria, Theory and Practice in Language Studies, and African Identities.

NICHOLAS HUGMAN
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Humorous Narratives as Relational Practice in Football Team

Humorous narratives, characterised as an extended period of talk in which a participant relays an event containing humorous incongruity (Archakis & Tsakona, 2012), are a pervasive interactional practice. The typical structure of a humorous narrative comprises asymmetrical access to the conversational floor, wherein one participant relays the narrative, while the others provide minimal feedback, typically in the form of continuers, which display the recipient's attention and understanding (Stivers, 2008).

This asymmetry in conversational turns poses a significant challenge for interactional achievement approaches to communication (e.g. Arundale, 2020), which view phenomena as non-additive processes dynamically constructed in interaction. Given that there is little space to negotiate these phenomena during the narrative proper, how do participants employ narratives to interactionally enact different processes? This issue is arguably exacerbated in the case of interpersonal relationships, given that they are fundamentally dyadic, interactional affairs (Arundale, 2021).

In this study, using interactional data collected using ethnographic methods from an amateur football team, I document two practices by which participants overcome the difficulty posed by the functional pressures of humorous narratives to engender interpersonal relationships. Using Arundale's (2020) Face-Constituting Theory (FCT), which foregrounds the dialectically linked relational qualities of connection and separation, I demonstrate how participants use both the post-narrative space, exploiting the symmetrical turn-taking that it offers, and responding stories (Sacks, 1992), to enact relationships.

The analysis demonstrates that, via these two distinct practices, participants manipulate the humorous incongruity present in the narrative to engender varying degrees of connection and separation. They construct connection by aligning with events in the narrative as humorously incongruous, while concurrently indexing separation by competitively negotiating different aspects of the incongruity. I conclude by considering the applicability of the analysis to other areas of humorous narratives so far

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Bio-note

Nicholas is a PhD student at the University of Queensland in Australia. He is interested primarily in conversational humour and its different functions in social interaction, such as identity and relational work.

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Enriching Honorific Research with Honorific Phenomena: Insights from Thai Interaction

A significant contribution to honorific research emerges from investigations into the complexities of honorific forms, as well as the extensive sociopragmatic characterizations of honorific systems and highly prescribed speech styles/levels, particularly in some East Asian languages (e.g. Korean and Japanese). Seen from this perspective, honorifics in English, German, Italian, Chinese and Thai, for instance, are notably less complex and developed, often confined to lexical categories such as personal pronouns, address forms and titles. The current emphasis on the morpho-syntactic features in honorific research, rooted in twentieth-century structuralism, tends to overlook languages lacking such features. I argue that addressing this imbalance requires a shift in focus from understanding how “*linguistic* honorifics” operate to how “honorification” is realized, managed and negotiated.

By drawing upon the emic concept of *ka.nhâjkiat* ‘honorification’, my presentation explores the practice of “doing honorification” among Thai speakers, considering varying degrees of power and distance and in ordinary and institutionalized interactions. Analogous to (negative) politeness realizations, honorification in Thai, in its broadest terms, can be construed as an interactional process whereby a speaker expresses their recognition of someone’s social standing that they consider appropriate following the targeted person’s favourable action and/or identity. This process involves an interplay between conventional and situated honorific forms, with the latter incorporating various practices, including (but not limited to) mentioning the person before others, discussing safe topics, employing certain addressee-oriented paralinguistics and embodiment, remaining silent and even mere verbalization of thought. Interpreting situated honorifics necessitates close consideration of the immediate context and interlocutors’ role relations. This presentation also points to possibilities in which interactants of languages from far and wide implement their linguacultural resources to bestow honorification to others without the use of conventionalized forms, while still achieving interactional goals similar to ones achievable by dint of linguistic honorifics.

Bio-note

Songthama Intachakra is associate professor in the Department of Linguistics, the Faculty of Liberal Arts in Bangkok, Thailand. In addition to the underlying mechanisms of Thai pragmatics and im/politeness in general, his recent interests lie in honorifics and honorification viewed across different linguistic, cultural and gendered contexts.

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‘Look What the Cat Dragged’ in Telecinematic Dialogue: An Inter- and Cross-cultural Approach to Translating a Highly Idiomatic SBU into Spanish

This paper takes an intercultural approach to rendition strategies of one specific pragmatic idiom in scripted telecinematic discourse: *Look what the cat dragged in*. While this formulaic punchline (cf. Kirner-Ludwig, 2023; Kirner-Ludwig & Soboleva, 2022) demonstrates a relatively high salience in the US particularly in scripted genres, it offers more than one option for translators seeking to render it for other speech communities in a manner that acknowledges its source meaning as well as its target cultural appropriateness. We shall focus here on continental Spanish as one specific target culture in order to demonstrate the versatility that this cognitively multi-faceted formula poses for its appropriation into this cultural sphere. Our study is based on a self-compiled parallel dataset of context-embedded source occurrences of *look what the cat dragged in* and their renditions into continental Spanish. For these renditions we do not only take into account the auditive layers as to be perceived on screen, but also the subtitles that, as we shall demonstrate, tend to differ from the former. Bringing these levels of rendition together in our analysis offers immediately contrastive insights into the rendition strategies that translators have been employing in order to interculturally transfer this highly evasive idiomatic formula from one speech community into others.

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Bio-notes

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Narration, Knowledge and Expertise in Cultural Vlogs

In recent years, social networks such as YouTube, TikTok and Instagram have increasingly attracted vloggers who report on life in a culture that is foreign to them. The vloggers in question often describe their channels as intercultural or ascribe to them the purpose of dealing with intercultural experiences. My contribution is dedicated to content creators living in Germany who talk in English about their everyday life in Germany and who define themselves as not belonging to the German culture.

This form of interculturality is often problematized in intercultural communication and cultural studies because it presupposes a homogeneous understanding of culture - here the Germans, there the non-Germans. At this point, the lay understanding of interculturality seems to run counter to the academic perspective, where concepts of transculturality, third space and cultural interference have gradually replaced ideas of cultural identity (cf. e.g. Bhaba, 1990, Hall, 1996, Reckwitz, 2001).

Against this background, the aim of the study is to examine the linguistic devices used by the vloggers to address their cultural affiliation, how they describe the other culture and how they use cultural features to create humor. To create online specific content the vloggers have to put their experiences into a narrative form. They often use short forms to narrate to the point and create a funny story about their experiences. Therefore, they have to apply different strategies to pin down their main assumptions and statements. In the contribution, the relevant linguistic strategies and patterns are identified and systematized. The background of the analysis is the broad narrative research in linguistics following Labov et al. 1967 (cf. e.g. Iyanga-Mambo, 2021), but also pragmatic approaches to knowledge, common ground and humor, especially in intercultural constellations (cf. e.g. Deppermann, 2018, Diedrichsen, 2023, Ehlich/Rehbein, 1977, Kotthoff, 1996, Kotthoff, 1999, Senkbeil, 2023). A sample of short videos from the above-mentioned intercultural vloggers is analyzed with regard to the narrative and illocutive structure and markers of knowledge and common ground. Code switches, language mixtures and borrowings are used to mark up knowledge about a culture (and indicate affiliation to a culture), but other devices and patterns are used as well.

The examination of these forms of intercultural narratives provides information about linguistic procedures in certain media settings, about the linguistic structuring of experience, but also about the perception of interculturality in quotidian life.

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Bio-note

Beatrix Kreß studied Slavic and German Studies at the Goethe University in Frankfurt am Main. She completed her doctorate in synchronic linguistics/Slavic studies on the topic of "Co-operation and conflict: structures of expression in conflicts and conflict resolution". From 2009 to 2014, she was Junior Professor of Intercultural Communication in Slavic Countries at the University of Hildesheim. In 2012, she held the professorship for Intercultural Communication at Chemnitz University of Technology. She has been Professor of Intercultural Communication at the University of Hildesheim since 2014. Her research focuses on political communication, media communication and multilingualism research (particularly in the area of heritage languages).

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The use of first person plural as an attitude marker

Adopting the perspective of functional pragmatics (cf. Verschueren, 1999; Tátrai, 2017), the talk focuses on the study of first-person plural forms in their attitude-marking capacity. Within the category social deixis, the marking of social attitude uses the speaker's socio-cultural relations and situatedness as a context-dependent vantage point. Its manifestations crucially include person-marking. First person plural forms designating heterogeneous plurality are especially well-suited for expressing the speaker's social attitude via partial implementation of deictic projection, i.e., a partial displacement of the deictic centre (cf. Sanders–Spooren, 1997), which lies with the speaker by default. This phenomenon, variously referred to as virtual/empathetic deixis (cf. Veres-Guspiel, 2017), has been identified by the specialized literature in several discourse types in Hungarian, including doctor-patient communication. It may involve adopting either the discourse partner's perspective or that of a third person absent from the speech situation. The talks begin by presenting discourse types and discursive practices characteristically showing up a virtual deictic use of first-person plural as already explored by previous research. Then it moves on to highlight a previously under-studied area of instantiation in the internet-mediated discourse type of sport fans' comments on websites associated with their favourite teams. The analysis is based on a Hungarian mini-corpus (80,900n) manually compiled from fan pages on Facebook. The analysis is qualitative in nature, only referring to numerical data for establishing basic patterns. The key research question is what functions are associated with various instantiations of first-person plural (including exclusive, inclusive, and virtual uses), and in what proportions they occur in discourse. My hypothesis is that first-person plural forms overwhelmingly function as expressions of attitude deixis, and this needs to be recognized as a genre-specific feature of sport fans' discourses, a well-entrenched practice in the discourse community under study

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Bio-note

Since obtaining my university degree in 1990, I have been working at the Modern Hungarian Language Department of Eötvös Loránd University, Budapest, currently as a habilitated associate professor. My main field of research is functional pragmatics, I mainly focus on the phenomena of deixis. I am interested in all types of deixis (space, time, social, discourse deixis).

I also deal with functional grammar, especially verb constructions and questions of Hungarian orthography. I work as an editor of several Hungarian linguistic journals. I have more than 180 publications, including books and studies. I am a regular participant in international pragmatic conferences.

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Reference Interpretation in Spanish and Italian: From Adult Monolinguals to Bilingual Children

Reference interpretation and production are complex tasks involving linguistic and cognitive abilities, such as the representation of referents in discourse, the mastering of language-specific constraints for the use of referring expressions, and the management of discourse updating. In Sorace (2011) it is shown how although two null-subject languages like Spanish and Italian have similar pronominal forms, they behave differently regarding the scope of overt pronouns. Moreover, in her findings Spanish/Italian bilinguals accept as pragmatically appropriate some contexts that monolingual peers don't accept.

In a recent study on anaphora interpretation in monolinguals, Leonetti & Torregrossa (to appear) found that Italian was strongly driven by syntactic constraints, while Spanish was not; a subsequent experiment (a sentence continuation task) on Spanish anaphora production revealed strong effects of implicit causality and coherence relations (following Kehler & Rodhe, 2013).

In order to analyse how these differences are reflected in bilingual interpretation and production, Spanish/Italian bilingual children (aged 8-12) were tested regarding their syntactic competence, their narrative coherence and their referential expression interpretation. After performing a cloze-test that would yield results for proficiency and dominance, they completed a narrative task (story retelling) and a sentence continuation task. The results from the narrative task show no effect of dominance or language, and present a similar outcome as previous experiments: Italian appears more driven by syntactic constraints, and establishes a clear distinction between the roles of null and overt pronouns, while in Spanish this distinction is far less clear. The sentence continuation task reveals an important effect of both implicit causality and coherence relations, and no effect of dominance or language. Overall, these findings suggest that Spanish/Italian bilingual children are able to separate their two linguistic systems and behave accordingly in each language.

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Bio-note

I'm a PhD student at Universidad Complutense de Madrid (UCM) and I teach Italian at the Universidad Nacional de Educación a Distancia (UNED). My current investigation is focused

on reference management in Spanish and Italian monolingual and bilingual speakers. My aim is to understand anaphora resolution in pro-drop languages considering different aspects of language together: from more internal, such as grammatical aspects (syntax, morphology) to more external ones, such as pragmatics or extra-linguistic elements (world knowledge), as well as the most cognitive part of acquisition. In addition, I have worked on the semantics of bare nouns and on Information Structure.

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Managing Power Relations in Interaction: Negotiations of (Relational) Entitlements and the ‘(In)appropriateness’ in Chinese-Australian Families

Relationships between family members are continually shaped through language use during various family activities. The interactionally achieved meanings and actions convey implicit and explicit messages of their ongoing categorisations of who-they-are-in-relation-to-others and understanding of how-they-are-expected-to-behave-at-home (Pomerantz & Mandelbaum, 2005). Types of relationships emerge in the process of (co-)constructing and negotiating what is perceived as appropriate here and now. Yet, limited research has been done to explore this in Chinese-Australian family discourse. This study aims to contribute to the underexplored area by focusing on the power dimension of relationships between family members. It examines how power relations are managed moment-by-moment by family members through the ongoing orientation to (relational) entitlements and (behavioural) norms.

Drawing on interactional pragmatics and membership categorisation analysis, the study pays attention to the emergence and situatedness of power practices in interaction and tracks the *in-situ* categorisation and (cultural) knowledge invoked by family members. The data come from dyadic and multi-party interactions between two or three generations in Chinese-Australian families. Preliminary results demonstrate the dynamic and negotiable nature of power relations between family members. Through achieving certain actions with linguistic practices (e.g., using imperatives, code-switching) and prosodic modulation (e.g., a child voice), participants make various categories relevant to the locally situated interaction to index the rights and responsibilities that they orient to have. An asymmetric relation of power is then established *in situ*. Interestingly, family members, particularly children, might sometimes ‘borrow’ entitlements from the categories that dis-aligns with the taken-for-granted expectation of their self-positionings at home. By doing this, they attempt to constitute a localised order and make their culturally or family-inappropriate behaviours valid. The analysis shows that the interactionally achieved power relation in these families is not always consistent with the Chinese-culture-expected hierarchical order (Pan, 2000).

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Bio-note

Zhiyi Liu is currently a PhD candidate in Linguistics in the School of Languages and Cultures, the University of Queensland, Australia. Her research interest lies in the field of pragmatics with a focus on identity construction, power in social relationship and language use in family talk.

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Exploring compliments and compliment responses formulated by L1 and L2 speakers of English

Adapting Spencer-Oatey, Ng & Dong's (2008) and Ren & Gao's (2012) questionnaires, this study investigates how its participants, L1 speakers of English and L2 learners from Poland: 1) realized the speech act of complimenting in English and 2) evaluated responses to compliments. The group of participants was comprised of 20 L2 learners of English from a university in Poland and 20 English L1 speakers, students from a university in the USA who were taking part in a virtual exchange. Although there has been research on the cross-cultural perspective of compliments with native speakers of Polish (Lewandowska-Tomaszczyk, 1989) few studies focussed on an updated view of the use of compliments and compliment responses among L1 and L2 speakers of English. The analysis of the data collected in this study revealed that compliments were used in the discourse of virtual exchange in a balanced way, by both the L2 learners and L1 speakers when the participants were complimenting each other while mutually sharing personal experiences. The analysis of the participants' responses to Discourse Completion Tasks revealed that the compliments formulated by L2 learners showed a greater verbosity (Kecskés, 2000) and were examples of hyper complementing (Al Masaeed, Waugh, & Burns, 2018). In addition to that, the students' L1 conversational principles played a role when formulating responses to compliments (Lewandowska-Tomaszczyk, 1989). Finally, the proportions of the syntactic structures in the L1 data did not correspond closely to those reported by Manes and Wolfson (1981). The emergence of Pattern 4 (what/such a ADJ NN, e.g. *What a wonderful present!*) and Pattern 5 (ADJ NN! e.g. *Good job!*) may indicate a shift in preferences in the complimenting behaviour among L1 speakers of English.

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Bio-note

Barbara Loranc works as associate professor at the University of Bielsko-Biała, Poland. Her research interests focus on exploring various aspects of virtual exchange as well as innovative uses of digital resources in foreign language teaching and learning. She has published in international journals and edited volumes in the field of second language acquisition.

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Cross-cultural Aspects of Pragmatics: Instagram and the Official Promotion of Destinations

Social media serve as a prominent social marketing tool for companies engaged in online product advertising and aiming for swift and effective customer engagement. They are characterized by high interactivity, leveraging visual, textual, and linguistic elements strategically to attract and involve potential customers, fostering feedback and bolstering the company's market visibility and knowledge (see Manca, 2016, Bianchi, 2017a, 2017b, Manca, 2021, Bianchi and Manca, 2023).

This study delves into the language employed for advertising countries and destinations through Instagram posts. The analysis centres on the official Instagram page of the Italian National Agency for Tourism (ENIT), *italia.it*, comparing it with English posts from the official Instagram pages of Great Britain's tourist board, *Love GREAT Britain*, the USA's *Visit the USA*, and the Australian *australia.com*. The focus lies on scrutinizing interactive and interactional strategies (Hyland, 2005) used by these entities to promote their respective countries.

Beyond outlining the prominent metadiscursive features found on Instagram pages, this study aims to investigate whether interaction forms and writer positioning are impacted by cultural factors. Consequently, it seeks to establish that these variations are attributed to the producer rather than being dependent on the selected medium.

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Bio-note

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Her areas of research are Corpus Linguistics, cross-cultural studies, translation studies, the language of social media, and language teaching. In particular, she has extensively investigated the linguistic, visual and cultural features of tourism discourse by cross-comparing several multimodal tourist texts in English and in Italian produced by a variety of cultures. She has also described the implications of linguistic and cultural differences and similarities on the translation of tourist texts.

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Investigating How Graduate Students from Diverse Backgrounds in Japan Cultivate their Learner Agency of Intercultural Competence

This study observes how graduate students develop their learner agency of intercultural competence in a course aiming to build their metapragmatic awareness of Japanese culture and communication, in reference to Ishihara (2019) and McConacy and Liddicoat (2022). We investigate the final products of graduate students in a course titled “Japanese Culture” that the first author has taught in English at a Japanese university since the Academic Year (AY) 2020. This course is part of a master’s degree programme and aims to provide an understanding of how Japanese culture and thought influence second language acquisition and development by Japanese English learners, covering various linguistic and cultural issues such as honorific language and linguistic forms originating in the notions of *amae*, *uchi-soto*, *wakimae*, and a subject-and-topic prominent language, a rhetorical structure *ki-shoo-ten-ketsu*, and non-verbal communication styles including back-channelling *aizuchi* (Maynard, 1997). Also, the latest empirical studies on those issues are introduced, and potential difficulties and possible suggestions for language teaching are discussed and exchanged. As a final product, students are encouraged to conduct their own research based on their observations, experiences, and experiments in comparison between Japanese and other culture(s)/language(s) in reference to the issue(s) covered in the course.

The enrolled students had diverse cultural and linguistic backgrounds with different proficiency in the Japanese language and familiarity with Japanese culture. In this study, we investigate the final projects of a group of students from Japan, the US, Belgium, and India who were enrolled in the AY2023 and observe how the students developed their learner agency after receiving explicit instruction to improve their metapragmatic awareness in application to language teaching. Our observations and discussions also include a comparison with a group in the previous year, composed of students from Japan, Singapore, Taiwan, and Austria, who were only given chances to exchange their reflections on the course contents without explicit instructions.

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Developing Pragmatics Curriculum for Japanese High School English Textbooks

Pragmatic and interactional abilities are a central part of all the models of communicative competence (Bachman & Palmer, 2010; Canale, 1983; Canale & Swain, 1980). However, researchers have pointed out that most second language curricula and language tests do not systematically include pragmatics and that language textbooks generally do not have separate sections for pragmatics (e.g., Roever, 2022). Japan is not an exception. The analysis conducted by the authors reveals that Japanese high school English textbooks, which are government-approved textbooks by the Ministry of Education, Culture, Sports, Science and Technology, need to include pragmatics systematically. However, elements of pragmatics, such as greetings and self-introductions, are scattered throughout the textbooks. In addition, conversations are relatively short and made of chunks without contextual information. Speakers in the textbooks tend not to disclose themselves and engage in conversations with rather formal expressions, though self-disclosure is highly appreciated in English conversations. The textbooks mainly teach vocabulary and grammatical expressions, such as uncontextualized language skills.

This study presents a developmentally sensitive pragmatics curriculum that indicates what aspects of pragmatics can be taught at different levels using high school English textbooks. Japanese high school students' proficiency levels vary from beginner to high intermediate (A1 to B1 at CEFR). While considering students' vocabulary and grammatical repertoires, including routine formulae, we propose that we help students become aware of the significance of self-disclosure in intercultural communication, become sensitive to conventional (in)directness, and help them acquire pragmatic and interactional abilities. For example, as for A2 learners, we could start teaching simple conversations so that they can control a small range of patterns and sentence types. In order to help students move from the A2 level to the B1 level, we could teach them to extend conversations to more prolonged interactions in more complex situations.

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Focusing on Pragmatics as a Way of Fostering Intercultural Communicative Competence in Second language Classrooms: A Danish Case Study

Despite the pivotal role that Intercultural Communicative Competence (ICC) (Byram, 1997, 2020) holds in theoretical discourse and policymaking, it frequently remains overlooked in second and foreign language learning and teaching. One aspect of the language knowledge needed for ICC, which is often absent or downplayed in the language classroom is pragmatic knowledge (Fernández, 2019).

This talk presents findings from an investigation into teacher cognition, aiming to unveil the specific "roadblocks" encountered when teaching about communication in Danish as a second language (DSL) to adult migrants. Via an online survey, observations and interviews, our study examines how DSL teachers both think about and work with ICC, and more specifically with intercultural pragmatics, in their classrooms. Our main research questions are: How is intercultural pragmatics taught? What are the beliefs and attitudes of DSL teachers towards intercultural pragmatics? What challenges do they experience? What is the connection between beliefs and attitudes and classroom practice? Based on our results, we also propose strategies for more effectively integrating pragmatics into contemporary curricula and pedagogical approaches in second and foreign language education.

This teacher cognition study constitutes one facet of a larger project known as "Danish in the Making" (funded by the Danish Foundation 'Velux Fonden'). This broader project seeks to redefine the foundational knowledge necessary for the acquisition of DSL and revitalise the way in which learners and teachers engage with the language. The overarching objective of this project is to develop a pedagogical resource for DSL classrooms with focus on intercultural semantics and pragmatics based on the minimal languages approach (Goddard, 2021; Sadow & Fernández, 2022).

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Veg*ns VS Partial Veg*ns: Sarcasm as a Disidentification Strategy

The discourse surrounding veg*ns and partial-veg*ns is marked by controversy, discrimination, and profound ideological exploration. Specifically, while omnivores discriminate against veg*ns, these latter often demonstrate bias against individuals who gradually or partially transition away from consuming animal products without fully embracing veg*n ideals. Recent research undertaken by the author examining the influence of social media in facilitating the identification of shared interests among like-minded individuals and mirroring the social discrimination and inequalities present in offline reality, delved into the intricate facets of veg*n and partial-veg*n identity and revealed a use of irony and sarcasm by the former group towards the latter.

Drawing from these preliminary observations, and by employing a comprehensive pragmatic approach that integrates established theories and frameworks (Brown & Levinson, 1987; Camp, 2012; Culpeper, 1996), the study will be conducted through the analysis of a substantial corpus comprising 3,807 comments in English posted in response to Brian Kateman's TEDx Talk titled “Ending the Battle between Vegans, Vegetarians, and Everyone Else.” The corpus will undergo meticulous scrutiny to identify instances of irony and sarcasm, which will then be categorized according to Attardo’s (2002) list of functions – encompassing group affiliation, sophistication, evaluation, politeness, persuasive aspect, and retractability – to learn whether and how irony and sarcasm function in assisting veg*ns to disidentify themselves from partial-veg*ns. Results show that veg*ns frequently use irony to underscore the perceived mediocrity of partial veg*ns’ ethical approach to food, and this ironic tone extends to terms created specifically for denoting practices associated with partial veg*nism.

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Institutional Legal Translation of ...Insults? When Unconventional has to be Conventionalized

Institutional legal translation in supranational courts is typically not associated with creativity (Šarčević, 1997: 116). However, when the object of translation involves offensive language in cases concerning freedom of expression, the situation becomes more complex. This study examines a corpus of cases addressing the translation of offensive language in the case-law of the European Court of Human Rights (ECtHR).

It is recognized that “prosecuting crimes based on offensive linguistic behaviour is considered notoriously difficult” (Hardaker, 2020: 700), with the interlinguistic barrier posing an additional challenge. The ECtHR hears cases from 46 states in ca. 40 different languages, which, once accepted, must be translated into two official languages – English and French – to be understood by the multilingual judges of the ECtHR.

This study integrates insights from general studies on impoliteness and insults (McEnery, 2006; Allen, 2019), along with analyses of offensive language from legal/forensic linguistics perspectives (Culpeper & Hardaker, 2017; Hardaker, 2020), and from the standpoint of translation studies (Mateo & Yus, 2000). As translation of insults is an under-researched area in institutional legal translation, the methodological approach is enriched by perspectives from legal interpreting studies (Hale et al., 2020) and audiovisual translation (Avila-Cabrera, 2023), both of which highlight the challenge of accurately and effectively translating profanity by raising intercultural pragmatic awareness among translators/interpreters.

The findings analyse the most recurrent translation strategies (Šarčević, 1997) that balance the need for legal precision, achieved through translation couplets with loanwords, and the demand for creativity, realized through the selection of functional equivalents, often used in other contexts. The formal supranational context and the written mode of delivery result in the toning down of some taboo expressions.

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Bio-note

Jekaterina Nikitina holds a PhD from the University of Milan. Her academic interests include specialised discourse and translation studies, with a particular insight into specialised phraseology. She works on LSP theories and applications, knowledge dissemination dynamics, legal discourse, discourse of healthcare, medicine and bioethics, applying qualitative and quantitative, specifically corpus linguistics, analytical approaches. Currently, she is a Research Fellow at the University of Milan, where she lectures in English Language and Linguistics. Her published academic work includes publications on legal translation, dissemination of bioethical knowledge, and popularisation of legal and scientific topics.

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Dual Performance of an Illocutionary Act and a Social Action in Japanese

The grammaticalized honorific system in Japanese forces speakers to indicate obligatorily the salient social feature of the interaction in terms of social hierarchy and distance and (in)formality. The use of marked forms of honorifics indicates (i) the socially lower addresser and the socially higher addressee, (ii) the socially distant addresser and addressee and (iii) the formal context. On the other hand, the use of plain forms indicates (i) the socially higher/equal addresser and the socially lower/equal addressee, (ii) the socially close addresser and addressee and (iii) the informal context. Unlike (im)politeness theories based on languages in which being polite is an *ad hoc* practice, principle or strategy (Brown and Levinson [1978]1987; Leech 1983), the present study regards using honorifics and plain forms in Japanese as performing the social action of situating the interaction within the societal norms of seniority, affiliation, acquaintance and formality.

Japanese speakers, therefore, simultaneously perform an illocutionary act and a social action, and an interplay occurs between them. In addition to indicating her/himself, the hearer and the speech situation as the addresser, the addressee and the context of an illocutionary act type, respectively, the speaker indicates them as the addresser, the addressee and the context of a social action type. When the addresser, the addressee and the context indicated by the illocutionary act type are compatible with the addresser, the addressee and the context indicated by the social action type, stronger illocutionary and perlocutionary effects are brought about. On the other hand, when they are incompatible, weaker illocutionary and perlocutionary effects are brought about. Communicative exchanges in the genres of drama and the political discourse are analyzed to clarify the mechanism of strengthening/weakening illocutionary and perlocutionary effects as an interplay between performing an illocutionary act and performing a social action.

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Bio-note

Etsuko Oishi is a professor of linguistics at Tokyo University of Science. She has been working on Austinian speech act theory, and published papers on expositives, indexicality, evidentiality and modality, and discourse markers in *Intercultural Pragmatics*, *Journal of Pragmatics* and *Pragmatics and Society*. She contributed her paper of apologies to *Handbooks of Pragmatics, The Pragmatics of Speech Actions* (edited by Marina Sbisà and Ken Turner). She is the co-editor (with Anita Fetzer) of *Context and Contexts: Parts Meet Whole?* (John Benjamins 2011).

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“Scammer watch, eke mbo”: The Pragmatics of Decoding Language of Street Children in Southwestern Nigeria

The phenomenon of street children is a complex global issue, but their population and experiences in Third World countries are a cause for concern and require continuous assessment and multidisciplinary investigation. Studies have shown that street children have a unique code, not easily decipherable, through which they build a strong network of solidarity on the streets (Bajari & Kuswarno, 2020; Olajimbiti, 2023). This paper therefore examines the pragmatics of Nigerian street children’s language use to unpack their coded slang, which has not been adequately studied. Data were collected through participant observation and unstructured interviews with 104 street children in six southwestern states of Nigeria. These were analysed using Mey’s pragmatic act theory. Findings show that their linguistic codes manifest a two-phase mode of street culture: referential and pragmatic. Their codes have referential values pointing to certain activities, concepts, and to some extent ingroup and out-group members as situated speech acts within the context of group-centric social relationships. Through shared social knowledge, the codes signal reflexive interpretations of activities related to solidarity and street smartness. At the pragmatic level, the codes are strategically deployed to ward off outgroup members and achieve certain intentions. The meta-level of their codes reinforces the pragmatic functions of veiling, warning, informing, and denigrating in their communicative situations. This draws pragmatic implications for intra/intercultural communication between the street and mainstream cultures, thus expanding the scope of folk-pragmatics research in Nigeria.

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Bio-note

Dr. Ezekiel Olajimbiti teaches in the Department of English and Literary Studies, Federal University Lokoja, Nigeria. He is currently at Leuphana University, Luneburg as a postdoctoral research fellow working on the construction of deviance and street identity in the discourses of Nigerian street children. His research areas include discourse analysis, pragmatics, and sociolinguistics with a special interest in children’s discourse.

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Towards a Rating Scale for Assessing Functional Adequacy in Oral L2 Interactions

The interest in the functional dimension of language and in the pragmatic aspects involved in learning an L2 has begun to find a fruitful systematisation in recent years (Nuzzo, Santoro, 2017). Nonetheless, studies relating to the measurement and evaluation of learners' productions have relied preferentially on CAF indices (complexity, accuracy, fluency) (Pallotti, 2009). Although these indices are very useful tools for defining and testing linguistic performance, they do not appear sufficient to verify the adequacy of a text for its communicative purposes (Bridgeman et al. 2011).

To address this lack of attention to the pragmatic dimension in language assessment, Kuiken and Vedder (2017) proposed the concept of Functional adequacy, which is a multifaceted concept that can be defined in terms of successful task completion inspired by the conversational maxims of Grice. Thus, a rating scale has been elaborated to assess both the validity of the concept per se and its applicability for the assessment of L2 performances.

The rating scale, initially developed for writing tasks, has been employed for different types of learners and for different languages. Communication, however, is a two-way and not a one-way process. The present research aims to explore the applicability of the scale for interactive tasks. The scale comprises four dimensions: content; comprehension; task requirements; interaction. The new rating scale for oral interactions has been tested in a pilot study involving three different groups of learners: one of Italian L2 learners and two of Italian LS learners (in Hungary and Poland) of. The groups performed a decision-making task. The performances have been recorded and then evaluated by non-expert native speakers trained to use the scale. The aim of the paper is to present the concept of Functional adequacy, its applicability to language assessment; the results of the pilot study involving the new rating scale for oral interactions.

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Bio-note

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How Did Japanese College Students Change Their Thinking through Internship/Study Abroad Experiences?

This study investigates how Japanese college students changed their views of things through their six-month internship/study abroad experiences, by analysing their interviews pre- and post-internship/study abroad. Six Japanese female students, who joined a program which consist of internship in an American theme park and study at a local university, were interviewed by an English-speaking teacher before and after the program. The interviews were semi-structured: The questions included “What are you looking forward to?” and “What are you worried about?” before the program, and “What was the best experience?” and “What was the most difficult thing?” after the program. The results of the pre-interviews indicated that most of them looked forward to working as staff members in the theme park, making American friends there, and improving their English, while they were worried about their insufficient English ability and troubles caused by cultural differences. The results of the post-interview showed that the reality was somewhat different from their expectations while all of them found their work rewarding. Most of them found it was not easy to make American friends partly because of their lack of English ability. Some felt that English-speaking people were not so interested in people from other countries. On the other hand, all of them made good friends with non-English speakers, with whom they communicated in English. Some said that their stereotypical views of things changed. Most of them felt their listening ability improved while some were not satisfied with their speaking development. Although they experienced some loneliness, frustration, and disappointment during the sojourn, after all they think joining their an internship/study abroad program was a worthwhile experience. The analysis of the interviews revealed that their views of things changed in complex ways through their experiences abroad.

Bio-note

Naoko Osuka is Professor at Meiji University, in Japan. She obtained her PhD in Linguistics from Lancaster University. Her research interests include interlanguage pragmatics, speech acts, pragmatic routines, and interaction competence. She is also interested in how pragmatic instruction can be incorporated in Japanese secondary education.

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Understanding Online Discourse Pathologisation: Mapping the Terrain and Proposing a Research Agenda

Pathologisation is a notion from social epistemology. It refers to the portrayal of an individual or group as irrational or illogical in the eyes of an audience (Cull, 2019; Hagen, 2020). Hence, it attacks the target's epistemic identity, or their standing as a knower or information source (Borgwald, 2012), because of the information that they dispense about some issue.

Unfortunately, identification of the phenomenon seems to have thus far inhibited further research. Apparently, the scope of pathologisation has been limited to epistemic identity and its enactment is restricted to face-to-face contexts. Moreover, it is unclear how and where pathologisation is attempted, whether it may be motivated by other reasons, is accomplished through different actions or generates specific discourse structures, or what effects it may trigger.

This presentation will assume that pathologisation can also be perpetrated in online environments. Focusing on them, it will argue that pathologisation may be motivated by other identity-related and/or behavioural factors, and can be attempted overtly or implicitly, as well as legitimately or spuriously. Relying on digital data from Twitter/X, this presentation will additionally show that overt pathologisation depends on actions involving labelling, while implicit pathologisation is contingent on actions suggesting difference, disagreement, censure, incomprehension or malevolence. After exhibiting recurrent discourse patterns, this presentation will posit that the effects of pathologisation include dehumanisation, polarisation, silencing and gaslighting. Finally, this presentation will make some suggestions for future research.

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Bio-note

Manuel Padilla Cruz (PhD) is an associate professor of English language and linguistics at *Universidad de Sevilla*, Spain. He teaches courses on pragmatics, discourse analysis, semantics, L2 English or ESP. His research interests fall within the field of pragmatics, and more specifically within the areas of cognitive (relevance-theoretic), social, intercultural, interlanguage and historical pragmatics. He currently heads the research group "Intercultural studies (English-Spanish): Pragmatics and discourse issues" and organises the biennial International Symposium on Intercultural, Cognitive and Social Pragmatics (EPICS).

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Portrait of the mountaineering tourist: commands and offers in the promotion of mountain destinations in the Veneto Dolomites

Tourism discourse and its relation to destination marketing and hospitality management is thriving as a topic of research from multiple perspectives and within several disciplines, including linguistics. Previous research has allowed for the identification of frequent communication strategies (cf. Manca, 2016; Maci, 2020). As Manca (2016, p. 38) remarks, goods and services, as in the hospitality industry, may be either offered or commanded. The former is accomplished linguistically through dynamic modality (“can”; Palmer, 1990), the latter through affirmative and negative imperative forms. This study aims at building a portrait of the prospective visitor to mountain destinations through the analysis of ego-targeted offers and commands in a corpus of 290 English-language institutional and non-institutional website pages promoting destinations in the Veneto Dolomites. The corpus, part of a larger project, was built through web-crawling with BootCat (Baroni & Bernardini, 2004) software and includes a description of the images in the form of XML tags. The study relied on the SketchEngine (Kilgarriff et al., 2014) to extract base form verbs through Corpus Query Language; a second stage of manual filtering was performed to select instances of ego-targeted offers and commands, which were then categorized according to their linguistic form: residue, modal finite, negative finite, negative modal finite (Manca, 2016). Preliminary results from a sample of the corpus show that affirmative commands and offers are notably more common, promoting a variety of outdoor activities (*check, discover, choose, reach*), highlighting the beauty of the local views (*admire, see*), and providing instructions to visitors on how to best exploit their time at the destination (*get, take, go*). Thus, the prospective mountain tourist is depicted as an active, dynamic traveler who wants to get inspired, take in the spectacular sights, and needs specific directions to explore the area.

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Bio-note (max 100 words)

Valeria Franceschi is a temporary assistant professor in English Language and Translation at the Department of Foreign Languages and Literatures of the University of Verona, where she teaches at undergraduate and graduate level. Her research interests focus on English as a Lingua Franca, especially in relation to plurilingual practices and on the business context (BELF), corpus linguistics, and tourism discourse.

Francesca Poli is a postdoc fellow at Università Cattolica del Sacro Cuore working on learner language and movie language. She is an adjunct professor of English language at Università Cattolica del Sacro Cuore in Milan. Her interests are corpus linguistics, learner corpus research, tourist communication, education, and spoken language. She's a member of the Learner Corpus Research Association and AIA.

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Trusting Transparency in Cross-cultural Pharmaceutical Discourse

When it comes to people's health, the notion of transparency (Hood, 2006) and its cross-cultural communicative implications may be crucial in the construction of discourse for companies conducting trade in a global healthcare environment. In fact, the public availability of pharmaceutical information with the possible various connotations of transparency may also be the result of variable degrees of cross-cultural awareness and sensitivity in communication (Varner, 2020) and may affect corporate visibility, trust and legitimacy (Koivisto, 2016), during the development of trade policies across different countries and cultures.

Based on a corpus of pharmaceutical annual reports published by NASDAQ companies from 2019 to 2023, this presentation will examine the role played by transparency in these documents describing business performance and providing scientific information about new treatments. The companies under analysis are based in different geographical regions and represent distinct cultures that globally operate in the pharmaceutical industry. The quantitative analysis (Kilgarriff *et al*, 2014) considers the lexical salience of words that are meaningful in terms of context-related forms disclosing or hindering transparency (Ball, 2009), and eliciting corporate ideology and ethical behaviour. This will shed light on how cross-cultural pharmaceutical information can be ideologically and ethically oriented when it simultaneously focuses on business results and addresses healthcare issues in different countries. This will also show how this kind of information can be trustworthily shaped for audiences with dissimilar cultures, social behaviours and values. The qualitative analysis, instead, aims at comparing the constructing elements of transparency, such as ideological discursive devices (van Dijk, 2000), and protecting strategies. This, in turn, will elucidate how legitimacy is created and variously developed by companies, with a view to building or maintaining trust in the release of cross-cultural pharmaceutical information.

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Bio-note

Chiara Prospero Porta is an English language lecturer at Sapienza University of Rome and has achieved the National Scientific qualification as associate in 2022. Since 2002 she has taught as Adjunct Professor at B.A. and M.A. levels in the Faculties of Economics, Humanities, Law and Medicine. Her research interests are mainly in ESP and EAP, with particular reference to specialised discourse and genre analysis, technological genre and communication in academic and institutional settings. She has

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The Multilingual Pragmatics of Cameroon English

African Englishes have been studied widely in terms of structural phenomena, such as pronunciation, lexis, and syntax. Pragmatic aspects, however, have hitherto been largely neglected despite varying systematically, e.g. regarding emphasising (Jeffrey and van Rooy, 2004), requesting (Anderson, 2006) or gender differences and politeness (Hampel, 2015). In addition, almost all research has focused on adults. Studies on any linguistic aspect or variation patterns including children are extremely rare.

The current paper addresses both gaps and provides a first insight into aspects of pragmatics in the speech of children in Cameroon.

Cameroon English (CamE) refers to the multiple varieties of English spoken in the West African country by speakers of varying fluency, ethnic, linguistic and socio-cultural backgrounds. As far as scholarly treatments are concerned, the description of CamE structural properties is relatively under-researched and is restricted to the acrolectal variety (Gut, 2017). One of the aspects that has so far been neglected in empirical research on CamE is pragmatics. This study is part of a wider project on language acquisition in Cameroon which aims to provide a first description of the acquisitional route of Cameroonian children in a multilingual society. The study will draw on conversational data collected in a primary school in Yaoundé, the capital of Cameroon, through sociolinguistic interviews, map drawing tasks, and memory games. More specifically, the study will highlight multilingual variation in CamE by analysing the use of address forms, sentence-final variant question tags and pragmatic markers including English (e.g., *isn't it, right*), French (e.g., *voilà, ça va*) as well as vernacular/indigenous Cameroonian forms.

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Bio notes

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Thorsten Brato is stand-in chair of English Linguistics at the University of Bayreuth. Having earned his PhD on dialect contact and youth language in Aberdeen, he has since worked extensively on African Englishes. He compiled the Historical Corpus of English in Ghana (HiCE Ghana) and explored the

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Cross-cultural Perspectives on Advertising: A Comparative Analysis of Social Media Campaigns in Italy, Germany and Finland

In our globalised world, international and multinational corporations demonstrate significant attention and sensitivity towards tailoring advertising messages to specific cultural contexts. While the distinctive aspects of each country where a product or service is promoted may be readily apparent from sociological, anthropological, and cultural perspectives, the expression of these nuances through language is less overt. In this regard, cross-cultural pragmatics plays a crucial role in both crafting and evaluating tailored advertising messages, aiming to accurately reflect the recipients' worldview (Trebucchi 2022).

Our research aims to explore how cultural sensitivities and language use intersect in persuading potential consumers. We analyse advertising campaigns in three culturally and linguistically diverse European countries – Italy, Germany, and Finland. The study focuses on social media posts from 2023 on the Italian, German, and Finnish Instagram pages of two multinational companies: the German *Volkswagen* and the Swedish *Ikea*. Basing our analysis on Hall's (1959) high and low context cultures model, the six cultural parameters proposed by Hofstede et al. (2014) and Lewis' (2006 [1996]) LMR (Linear-active, Multi-active, Reactive) model, we aim to qualitatively evaluate how the advertising messages take the recipients into account primarily considering the type of data the public expects and appreciates, the communicative style and the culture-specific references.

We expect to detect differences in the way messages are conveyed both verbally (rhetorical figures, implicit constructions, speech acts) and non-verbally (images, colours, use of emojis) (see among others, Lombardi Vallauri 2019). From a preliminary analysis, we observed that the communication style adopted for the Italian audience involves more implicit forms and emojis. In contrast, the German approach is more explicit, focusing on detailed product presentation. The Finnish communication style includes implicit forms (such as passive and zero-person constructions) and surprisingly emphasises emotional states and traditions.

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Bio-notes

Mattia Retta is a PhD student in Language Studies at the University of Helsinki (Finland). He holds a M.A. degree in Italian Philology from the University of Helsinki (Finland) and a B.A. degree in Russian language and literature from the University of Turin (Italy). His doctoral research project focuses on the investigation of implicit forms of hate speech on Italian politicians' social media accounts. Other research interests include pragmatics in translation, critical discourse analysis, Italian and Latin information structure, and foreign language teaching.

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Francesco Caprioli is a PhD student in German Linguistics at the University of Bergamo/Pavia (Italy). He holds a double M.A. degree in German and French Linguistics at the University of Bergamo (Italy) and at the Ruhr University Bochum (Germany). His doctoral research project focuses on a syntactic phenomenon at the right periphery (*Nachfeld*) of the German sentence, specifically within parliamentary oral speeches from plenaries of the European Parliament delivered by deputies elected in Germany, and their simultaneous interpretation into Italian. Other research interests are prosody, German information structure, and German orthography.

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“Ese que...hacía cuánto no podía decirte” [“It’s just that... for how long she’s not been able to tell you”]: 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 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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Bio-note

Andrea Rodriguez is currently a PhD candidate in Linguistics in the School of Languages and Cultures, The University of Queensland, Australia. She has worked on complaints, accountability, and membership categorization in Spanish and contributed to the project on Spanish speaking families in Australia. Her research interests lie in interactional and interpersonal pragmatics, with a particular focus on accountability, categorization work, troubles talk, epistemics, and action ascription. She has published articles on complaints in the *Journal of Pragmatics*, *Handbook of Pragmatics* and *Contrastive Pragmatics*.

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The ‘Paradox of Voting’ from the Perspective of Rational Communication

Given the central role of voting in popular elections to the practice of democracy, it is crucial to understand the motivations behind voters' electoral choices. At the heart of this curiosity lies the question of why many people choose to vote at all, given that doing so incurs inherent costs and the likelihood of a particular vote being decisive is often negligible (Brennan and Lomasky, 1993). This puzzle is known as the “paradox of voting” (Downs, 1957).

Canonical responses to this problem suggest either that voters must be acting irrationally when deciding to vote, or that their motivations are unrelated to impacting the electoral outcome. One such theory is the “expressive” theory of voting, which posits that voting is akin to cheering for one's favorite football team.

In my talk, I propose a novel (partial) solution to this puzzle based on foundational insights from the theory of rational communication. My approach is summarized as follows: Voting can be seen as a linguistic exchange, with the ballot as a question and the act of voting as a reply. I consider the voter as assuming that state authorities have a rational reason for posing the question (which they typically do). This implies that the potential vote must be relevant to the authorities' decision to ask the question in the first place. The view can be appropriately laid out in any of the dominant approaches to rational communication such as Gricean pragmatics (Grice, 1989), Relevance Theory (Sperber and Wilson, 1986), or speech act theory (Austin, 1962; Searle, 1969).

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Bio-note

I am a philosopher of language based at the University of Warsaw. My work is centered around classic topics in philosophical semantics and pragmatics. I specialize in context-sensitivity and theory of deceitful speech.

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Stancetaking Strategies in Lithuanian Argumentative Journalistic Discourse on Migration and Refugees

In the recent decade, stance has become the focus of inquiry in discourse on migration and refugees in British, Spanish, Polish, and other national media (Martínez Lirola, 2017; Kopytowska, Grabowski, 2017; Tavassoli et al., 2019). The present study aims to identify speaker/writer positioning towards refugees and immigrants in Lithuanian journalistic discourse by exploring the realisation of epistemic and effective stance. The study is based on analysis of stance in opinion columns that deal with two migration waves: the Syrian crisis in 2014-2016 and the humanitarian crisis of 2021 when Lithuania and Poland faced the arrival of Syrian and Iraqi migrants through Belarus. The objective is to examine how Lithuanian columnists express epistemic and effective positioning in two different news outlets: the national public broadcaster LRT (Lithuanian National Radio and Television) and the privately owned website Delfi.lt.

Drawing on the framework of stance developed by Marín-Arrese (2011), the study focuses on expressions of epistemic stance, which includes the subcategories of epistemic modality, evidentiality, factivity, and cognitive attitude, and on realisations of effective stance, which comprises the subcategories of deonticity, potentiality, intentionality, directivity, and normativity. The data have been drawn from the self-compiled corpora of opinion columns collected from the public broadcaster LRT and the privately owned website Delfi.lt in the years 2015 and 2021.

The preliminary results show the higher frequencies of epistemic and effective stancetaking strategies in the opinion columns of LRT than in the opinions voiced by columnists in Delfi.lt. These distributional differences may suggest the national broadcaster's serious concern about reaching out to the audience through the frequent use of stance expressions. In both news outlets, the realisation of effective stance is more dominant than that of epistemic stance, which reflects columnists' intention to call politicians, institutions and society for action that could change the course of reality.

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Bio-note

Anna Ruskan is Associate Professor at the Department of English Philology of the Faculty of Philology in Vilnius University, Lithuania. Her research focuses on stance, evidentiality, epistemic modality, evaluation, discourse markers, corpus linguistics, contrastive linguistics, academic discourse and media discourse. She has participated in national and international projects related to stance, (inter)subjectivity, modality, evidentiality

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Audronė Šolienė is Associate Professor at the Department of English Philology of the Faculty of Philology in Vilnius University, Lithuania. Her primary research interests lie in the fields of contrastive linguistics, corpus linguistics, epistemic modality, evidentiality, stance and subjectivity, discourse markers as well as translation. The scholar was involved in a number of national and international research projects focussing on the issues of modality, evidentiality, (inter)subjectivity, and discourse markers.

Jolanta Šinkūnienė is Professor of Linguistics at the Department of English Philology of the Faculty of Philology in Vilnius University, Lithuania. Her research interests include EAP, corpus linguistics, contrastive semantics and pragmatics, modality and evidentiality. She is particularly interested in cross-linguistic and cross-disciplinary aspects of author stance expression in research writing. She has been working on several research projects focusing on author stance, methodology for the linguistic annotation, issues of modality and evidentiality, and discourse markers.

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Intercultural Perspective about Professors' Nonverbal Behaviour: The Voice of Three Groups of University Students

Three groups of undergraduate students (N=25 from Canada; N=21 from Italy; N=13 international on an exchange in Italy) were invited to express their opinions on a survey investigating types of professors' nonverbal behaviour (e.g., walking around the classroom) during class. This study is inspired by the literature on the concept of "immediacy," which defines the verbal and nonverbal behaviours that can help decrease physical and psychological distance between interlocutors (Mehrabian, 1967). Within educational settings, immediacy can promote learning and motivate students to participate (e.g., Frymier et al., 2019). Considering today's international movement of people that end up studying or teaching in world areas different from their original culture, along with the common use of English as the Lingua Franca (Kecskés, 2013, 2019), this study aimed at exploring the variation of students' opinions about their professors' nonverbal behaviours (e.g., Kendon, 2017), to discuss the effects that it may have on the relationship between instructors and students. This presentation offers insights into the nonverbal profile of an instructor that can travel more or less successfully interculturally, and it discusses the pedagogical implications.

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Bio-note

I am an Associate Professor of Second Language Education at the Department of Languages of the University of Windsor, Ontario, Canada, where I teach courses in Intro to Linguistics and Applied Linguistics. My research areas include Second Language Acquisition, Second Language Education, Multilingualism and Multimodality. I have been studying the role of gesture in the acquisition and pedagogy of second languages. More recently, I have expanded this line of research towards the investigation of the role of the body in the teaching and learning of different disciplines at the university level, including within the in-person and online teaching venues.

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Students' inferential reading skills in Italian L1 and English L2

Understanding a written text involves decoding what it conveys explicitly and implicitly. This may pose challenges to children, elders and people with atypical development (Domaneschi, Di Paola, 2019; Bill et al., 2016). Yet, also typically developed (TD) adults may encounter difficulties with phenomena at the interface between syntax, semantics and discourse in an L2 (Sorace, 2011; Feng, 2022, Prior et al., 2014). We investigated how well TD young adults engage in reading comprehension in Italian L1 vs English L2. We designed a questionnaire comprising a reading passage and multiple-choice comprehension items focused on the recognition of presupposed (6), entailed (6), explicit (6) and unstated (6) content. Adopting a between-participants design, we administered it online to volunteer Italian university students in an Italian (30) and an English version (30). The overall information retrieval accuracy was high in both languages (75%), but not uniformly so across meaning categories: it was higher in the case of explicit (English: 89%, Italian: 91%) and entailment (English: 86%, Italian: 80%) content, and lower in the case of unstated (English: 76%, Italian: 69%) and presupposed (English 52%, Italian: 61%) content. Also, accuracy levels were not constant across items within the same meaning category. Finally, comprehension accuracy was similarly high across participants' levels of L2 proficiency: native-like (89%), advanced (74%), intermediate (75%) and beginner (71%). The findings suggest three considerations. An L2 does not necessarily create a barrier to reading comprehension: cognitive and literacy skills established in an L1 may transfer across languages (cf. Cummins's Model of Language Interdependence). L1 status is not a reliable predictor of comprehension accuracy: L1 readers might not put great concentration efforts into decoding an L1 text. Within the same meaning category, each meaning unit poses a specific level of decoding difficulty, which may depend on an interplay of lexico-semantic and structural-discursive factors.

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Bio-notes

Emanuela Sanfelici is associate professor at Padua University. She teaches linguistic variation and language acquisition. Her main interests lie in formal syntactic theory and language change, with a special focus on phenomena at the interface between syntax and pragmatics. Her research concerns the modeling of syntactic change, looking at both the diachronic dimension and the developmental

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Sara Gesuato is associate professor at Padua University, where she teaches and does research in English language and linguistics. Her research fields include pragmatics, discourse and genre analysis, and corpus linguistics. She has analysed speech acts, academic genres, and catenative motion verb constructions. She has published over 100 works and organised various international conferences. She is currently investigating pedagogical applications of the analysis of oral and written initiating and responding speech acts.

Elena Pagliarini received her PhD from the University of Milano-Bicocca. In 2023, she joined the Centre de Lingüística Teòrica at the Universitat Autònoma de Barcelona, where she carries out investigations on language acquisition. She studies how children face the challenge of mapping word forms/sentences into meaning. In her research, she asks how children learn to interpret structures that contain inherently abstract operators, such as logical connectives and quantifiers. Her work has been published in *Cognition*, *Language Acquisition: A Journal of Developmental Linguistics*, *Journal of Semantics*, and *Scientific Reports*, among others.

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The Discursive Mobilization of Stereotypes in Conversations about Intercultural Encounters in Greece

This study explores the discursive construction of ethnic, cultural, and national stereotypes by diasporic Greek return migrants in conversations about their experiences moving to Greece as adults. Drawing on discursive approaches to identity construction in narrative practice (De Fina, 2021), we examine how returnees linguistically mobilize stereotypes of nonmigrant Greeks, Americans, Britons, and other immigrant groups in Greece (e.g., Albanians) to position themselves as certain types of migrants and certain types of Greeks. Examining a corpus of 15 interviews we conducted primarily in English with ethnic Greeks from the US, Canada, England, and Australia, we analyze a variety of pragmatic strategies, including deictic markers, accent stylization, and constructed dialogue, through which participants position themselves in relation to specific ethnolinguistic groups and broader immigrant tropes, like the “peasant” and “cosmopolitan” (Creese & Blackledge, 2020). We find that participants’ deployment of stereotypes serves to construct three distinct migrant identities, which we characterize as (a) cosmopolitan, (b) relational transmigrant, and (c) assimilated returnee. We describe how each of these identities is constituted by the ways that participants differentiate themselves from various stereotypes. We also demonstrate that these stereotypes are grounded in distinct spacetime frames, or chronotopes (Bakhtin, 1981), that work to construct not only individual social identities of self and other, but also the complex social worlds they inhabit. This study contributes to our understanding of the pragmatics of intercultural communication by examining how stereotypes emerge in conversations about migration, and how they are leveraged to do social identity work. The analysis builds on Bucholtz & Hall’s (2005) theorization of relationality to incorporate chronotopic analysis, and it provides linguistic grounding to sociological work on return migration (e.g., King & Christou, 2011). By uncovering the social work that stereotypes do in concrete interaction, this work has also implications for improving intercultural awareness in ethnolinguistically diverse communities.

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Bio-note

Jennifer Sclafani is Assistant Professor of Applied Linguistics at the University of Massachusetts Boston. Her teaching and research interests include political discourse analysis, critical applied

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Alexander Nikolaou, a faculty member at Hellenic American University, holds a PhD in English from the University of Birmingham, UK. He teaches linguistics and academic literacy courses, drawing on extensive experience teaching English for Academic Purposes (EAP), English for Specific Purposes (ESP), and English as a Foreign Language (EFL) in Greece and the UK. Dr. Nikolaou is an Associate Member of the British Association of Lecturers in English for Academic Purposes (BALEAP). His research interests encompass L2 motivation, linguistic landscapes, corpus-assisted discourse analysis, and the discursive construction of identity.

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The Dilemma of Mother Tongue Among Algerians

In Algeria, while Arabic serves as the official language, the colloquial Algerian dialect, known as Algerian Darija, is used in daily communication (Harrat et al., 2016). The Algerian Darija is part of the Maghreb dialects, that are spoken in Algeria, Tunisia, Morocco, Libya, and Mauritania (Bougrine & Abdelali, 2018). The dialect is a mixture of a diverse range of languages. This can be explained due to Algeria's historical experiences, including invasions and colonization by different countries (Harrat et al., 2016). The Algerian linguistic system is complex, due to the language mixing, which includes words from Turkish, Spanish, Italian, and French. The Algerian dialect is the predominant native language in Algeria, but the country also has a significant Berber-speaking population, constituting approximately 25 to 30 % (Saadane & Habash, 2015). The Tamazight language encompasses various distinct varieties spoken in different regions of Algeria. Algeria's linguistic diversity, including variations in the Algerian dialect, raises the question of whether Algerians experience confusion about their mother tongue—whether it is the Arabic language, or the colloquial Algerian dialect. To investigate Algerians' attitudes towards their mother tongue, a mixed-methods approach is employed, including semi-structured interviews and questionnaires with 20 participants from Eastern Algeria. Moreover, a matched guise technique is utilized in the interviews, where participants listen to recordings in both the Arabic language and the Algerian dialect, followed by completing a questionnaire. This method allows for a nuanced exploration of participants' attitudes and perceptions. It is hypothesized that Algerians have diverse attitudes towards their mother tongue, with some considering both the Algerian dialect and the Arabic language, while others choose only one. The findings of this study shed insight on the complex dynamics of language identity and cultural diversity in Algeria, as well as make important contributions to the field of Intercultural, Cross-cultural, and Societal Aspects of Pragmatics.

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Bio-note

Ms. Cheyma Seghiri, a Stipendium Hungaricum Scholarship awardee, is pursuing a Ph.D. in Intercultural Linguistics at Eötvös Loránd University, Budapest. With a Bachelor's in English Studies and a master's in applied Linguistics, Cheyma is passionate about languages, culture, and identity. Fluent in English, Arabic, French, and with some knowledge of Korean, Cheyma is exploring the complexities of language identity in Algeria. Her conference talk, "The Dilemma of Mother Tongue Among Algerians," will delve into the linguistic diversity in Algeria, including the use of Arabic and Algerian Darija. Join Cheyma for a fascinating discussion on Intercultural, Cross-cultural, and Societal Aspects of Pragmatics.

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Using Conversation Analysis (CA) as a Pedagogical Tool to Enhance Learners' Intercultural Pragmatic Abilities

Dervin and Liddicoat (2013) have called for a more learner-centred, non-essentialist and linguistic approach towards intercultural interaction learning. In response to this call, CA, even though more well-known as a discourse analytical tool, was selected as a pedagogical tool to enhance learners' intercultural pragmatic abilities in a virtual exchange project. This is not only because of CA's focuses on discourse and language patterns, but also its potential for second language and intercultural learning (Barraja-Rohan, 1997; Borghetti et al., 2015). Therefore, the current study reports on 1) how CA is being used for teaching intercultural pragmatics in a virtual exchange environment; and 2) the effects of CA on learner's intercultural pragmatic abilities.

To answer the first research question, the process of the researcher/teacher employing CA into materials selection and activities design were documented. The design principles generated after using CA were then juxtaposed with examples of teaching materials and activities designed to show how CA can be used for intercultural pragmatic learning.

For the second research question, written reflections and in-class activities recordings were collected from learners participated in a virtual exchange program with a course focusing on intercultural communication skills. Learners were from universities in Hong Kong and the UK. The data gathered was first transcribed and then analysed using a thematic approach via NVivo to understand the impact of CA on learner's intercultural pragmatic abilities.

The results of the analysis 1) demonstrate the potential of CA as a pedagogical tool for the teaching of intercultural pragmatics, and 2) provide insights into the challenges and positive impacts of CA on learner's intercultural pragmatic learning.

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Bio-note

Ms. Winnie SHUM is an English language instructor at the Hong Kong Polytechnic University. She is currently also doing her PhD in the department of Applied Linguistics at University of Warwick. Apart from teaching English for Academic Purpose courses, she has also been actively involved in designing and organising virtual exchange programmes to enhance students' intercultural pragmatics skills and their use of English as a lingua franca. Her research interests include developing pedagogy for intercultural language teaching and learning, employing technology to enhance learning experience and quality, intercultural pragmatics, discourse and conversation analysis.

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An Ethnographically Grounded Approach to Speech Act Research: The case of Responses to Thanks in Namibian English

Speech act research in Variational Pragmatics has a long tradition in eliciting data via Discourse Completion Task (DCT) questionnaires and analyzing the resulting data based on the CCSARP coding manual (Blum-Kulka et al., 1989). While adhering to this tradition, we have extended and refined this method in the context an ongoing research project on the pragmatics of Namibian English (NamE). Most importantly, we have developed a questionnaire with new DCT scenarios specifically for the Namibian context from the ground up, based on insights from field notes, interview data, workshop results and close collaboration with colleagues at the University of Namibia. The resulting questionnaire elicits four different speech acts in seventeen scenarios and has been pre-tested and further improved based on impressions from a first round of data gathering. Furthermore, it has been administered both as a written questionnaire and as an interactive experiment recording oral responses.

In this talk, we will briefly explain the methodological rationale behind developing our questionnaire and its role in the larger project. We will then exemplarily present our findings on Responses to Thanks in NamE (for previous research, cf. Schröder & Schneider, 2021), with a focus on the situation-dependency of pragmatic strategies and differences between demographic groups within the community of practice studied, namely students at the University of Namibia. The contrast between the two most common strategies, WELCOME and PLEASURE, will be discussed in detail. The findings will further be triangulated with qualitative data gathered from the same group of participants. In our conclusion, we will discuss the creation of a pragmatic profile as a pivotal technique in Variational Pragmatics, in this case for situating NamE within the larger context of World Englishes.

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Bio-notes

Pawel Sickinger originally studied translation at Bonn University, then completed a PhD supervised by Klaus P. Schneider in cognitive translation studies and semantics. Together with Klaus P. Schneider, he studied pragmatic variation, pragmatic competence and learner pragmatics in English. This line of work is now continued and expanded in the context of the DFG funded project “A Pragmatic Profile of Namibian English” based at Bielefeld University, where Pawel Sickinger currently has a full researcher position.

Anne Schröder is a professor of English linguistics at Bielefeld University. She studied English and French at the universities of Caen, France, Bristol, UK and Freiburg i. Br., Germany, where she received her PhD in English linguistics. Her research interests include varieties of English around the world,

with a focus on Cameroon Pidgin English, Tense and Aspect, and morphological productivity. Her latest project, funded by the DFG, is “A Pragmatic Profile of Namibian English”, where she combines the quantitative methodology of Variational Pragmatics with qualitative approaches to communicative norms and practices. She is also the co-editor of *English World-Wide* (Benjamins).

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Sibling Disputes as a Socialisation Site for Pragmatic, Relational and Moral Aspects of ‘Sharing’

Socialising children into the responsibilities, rights and expectations as relevant to the categorial, relational, pragmatic and moral work is a crucial aspect of family talk. As research has shown, an important site for such language and pragmatic socialisation practices can be argument and dispute sequences (e.g. Goodwin et al., 2012; Goodwin & Loyd, 2020). Predominantly, studies have focussed on parent-child interaction, including some work on disagreement and conflict, with fewer studies examining (young-age) siblings’ arguments (but see Hester & Hester, 2010, 2012; Friedland & Mahon, 2018). By exploring both sibling and parent-children talk, this paper analyses how ‘sharing’ emerges in and through sibling disputes and what role the parent category plays in such sequences in terms socialising children to pragmatic, relational and moral aspects of interaction and relationships. The data comes from an extended sibling dispute sequence taken from video-recorded Russian-speaking family conversations in Australia that involve two brothers, age five and two, mother and father. Using a combination of membership categorisation analysis and interactional pragmatics approaches, the analysis explores how the dispute sequence starts, develops and closes. It primarily focusses on (1) the role of parents as oriented to by children and parents themselves in the dispute resolution and sequence closure, and (2) how sibling arguments serve as a site for pragmatic, relational and moral aspects of ‘sharing’. Results show each brother’s orientation to individual ownership of items in question and their attempts through lexical, prosodic and embodied means to recruit their parents in order to sanction the other’s behaviour. Interestingly, the parents’ involvement is primarily visible through their mobilising ‘sharing’ practices that are illustrated both verbally and through embodied action. Throughout the sequence, both children are directed to remedial action – socialising into sharing as pragmatic, relational and moral dimensions as relevant to the category of doing being a brother.

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Bio-note

Valeria Sinkeviciute is Senior Lecturer in the School of Languages and Cultures at The University of Queensland, Australia. Her main research interests lie in the field of pragmatics of social interaction in face-to-face and online settings with a focus on identity construction, membership categorisation, family talk, conversational humour and linguistic (im)politeness. She published papers on these topics

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Exploring Native-Speakerism in Today's Translingual Japanese World

The presentation aims to explore the concept of native-speakerism in Japan, shedding light on its crucial connections with the pragmatic features of the language. Language learning goals revolve around the dichotomy between native and non-native speakers, with native-like fluency as the ultimate objective. This paper stresses the centrality of the Translanguaging theoretical framework (García & Li, 2014) in today's multicultural and Translanguaging society with the strict adherence to native-like fluency gradually blurring its lines (Ishihara, 2021). At the foundation of Translanguaging is the awareness of continuous bilingualism, where various known languages coexist; their boundaries are flexible, influencing each other. Translanguaging incentivises the use of languages that students are more aware of in the learning process not only facilitates the understanding of the subject matter but also contributes to strengthening the weaker language in their repertoire. Adopting it as a teaching technique in class can benefit the learning environment (Nagy, 2018) by abandoning the centrality of the target language in activities and giving new importance to foreigners teaching the language, especially when facing topics such as pragmatics uses. Acknowledging the challenges arising from the subjectivity and inherent complexities of second-language pragmatics is essential. Some learners may choose not to conform to native speaker norms and express their unique linguistic identity (Ishihara with Cohen, 2022). Moreover, merely adhering to native norms is often insufficient to feel part of Japanese society. Even when properly enacting the pragmatics of the language, the comments from a Japanese perspective contribute to creating a sense of Otherness in foreigners (Moody, 2017). The paper highlights the importance of the Translanguaging framework in today's multicultural society and how it can benefit language learning and teaching, concluding that embracing Translanguaging helps to create a more inclusive language environment for both non-native students and teachers.

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Bio-note

Giordano is a PhD student at the University of Naples 'L'Orientale' with a BA in Communication from the University for Foreigners of Perugia and an MA in Japanese Studies from Ca' Foscari University of Venice. His fascination with Linguistics led him to specialize in Pragmatics, with a focus on the Japanese language and culture, enriched by extensive study

experiences in Japan. Currently, his research endeavors to develop a teaching unit, focusing on Japanese interactional particles, bridging linguistic theory with practical language education.

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The Decline in the Use of Sibling names

The author's research across the year found that the use of sibling names, such as 'oniichan (elder brother)' and 'oneechan (elder sister)' in conversational use and as address forms have declined dramatically among younger Japanese primary school children. In Japanese, siblings are categorized according to age and gender; however, age boundaries are no longer clearly defined. This trend has also overturned Suzuki's (1973) common belief that "Japanese families address each other from the viewpoint of the youngest member of the family" (e.g., a grandmother calls her daughter "mother"), which has long been held as a pragmatic principle in Japanese language studies. However, this is a common belief that has been overturned. In this study, the prevailing changes in the use of family names among Japanese families is clarified through interviews with women in their 40s, 50s, and 60s who used family names for their own childhood, inquiring how they used sibling names for their children from a mother's perspective (when they were raising their own children) in addition to researching the issue of children addressing their elder brothers and sisters in the modern context. It is assumed that many women of the 40s, 50s and 60s raised their children by adopting just their names without using 'oniichan' and 'oneechan', although they themselves had grown up using 'oniichan' and 'oneechan'. Furthermore, the differences in democratization of employing sibling names among the regions of Japan will be revealed.

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Bio-note

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Contextualization and Perspectivization in Lyrics

The paper approaches the dynamic process of contextualization (cf. Auer, 2009) as a mobilization of background knowledge that seems relevant to the perspectives of discourse participants. It operates a model of context-dependent vantage points according to which the (i) spatio-temporal positioning, (ii) sociocultural situatedness and (iii) stance consciousness of discourse participants in the context of joint attention together play a crucial role in the intersubjective construal of referential scenes (cf. Croft, 2009, Verhagen, 2019).

In characterizing the contextualization of popular song lyrics, it is assumed that the recipients of song lyrics not only have to process the intersubjective context of the actual discourse of which they themselves become participants with the author of the song lyrics, but also, in the framework of this process, have to contextualize the fictional discourses created through the apostrophic acts (cf. Culler, 2015). In the context of the song lyrics, all apostrophic acts can be understood as a kind of perspectivisation that brings into play fictional spatio-temporal positions, socio-cultural roles and cognitive attitudes as context-dependent vantage points of construal. The paper argues that (i) spatio-temporal positions play an essential role in the contextualization of the apostrophic discourses of song lyrics in the processing of epistemic immediacy, (ii) sociocultural situations in style attribution, and (iii) stances of consciousness in the formation of metapragmatic reflexivity.

The paper presents these contextualizing operations based on the lyrics sub-corpus of Corpus of Hungarian Lyrical Poetry (Horváth, Simon & Tátrai, 2022).

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Bio-note

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Pragmatics in multilingual conversations in 6 Germanic tongues (and more!)

Pragmatics is the social lubricant that makes interactions run smoothly, but what does it look like in multilingual conversations? Since 2022 we have been teaching “Intercomprehension among Germanic languages.” In these courses, which cover basic Danish, Dutch, English, German, Norwegian and Swedish, participants also learn strategies to successfully communicate with speakers of other languages in multilingual situations. In multilingual conversations, each conversant speaks their own mother tongue, so the conversation takes place in two languages. Our Intercomprehension (IC) courses cultivate students’ ability to effectively communicate in instances in which they do not share a common language, or in which they have only some passive knowledge of their interlocutor’s tongue. To do this, participants learn, and practice in role plays, selected strategies, which are scaffolded throughout the course. We videotaped the multilingual roleplays students had to do as part of their final exam in the June 2023 edition of our IC Germanic languages course. Participants’ native languages were Danish, Dutch, English, French, German, Hebrew, Hungarian, Italian, Norwegian and Swedish. Specifically, they practice: negotiating meaning with their interlocutor, gauging the other’s comprehension, clarifying, and repairing misunderstandings – all while trying to comprehend the other’s utterances in an unknown language. Analyzing the videotapes provided interesting data on which pragmatic categories (besides gesturing) interlocutors used most frequently, while revealing that, for multilingual conversations, the traditional categories presented several sub-groups. We will outline the pragmatic skills necessary for smooth multilingual interactions, while videos will provide examples of pragmatics in practice within multilingual conversations.

Bio-note

Jessica A. Thonn has been teaching English, teaching methodology and learning strategies at the University of Florence for 30 years. During Italy’s teaching-teachers-about-CLIL phase and the worldwide English-mediated-instruction boom, she taught Elementary, High school and University instructors to use and teach pragmatic strategies, in addition to English. Always a language nerd, in recent years she has focused her attention on Intercomprehension, teaching students to understand Germanic languages, and to exploit affinities between the Romance and Germanic families in order to communicate effectively around Europe.

Petra Brunnhuber is a language expert at the Language Center and the FORLILPSI Department at the University of Florence where she teaches courses in German language, German literature and intercomprehension between Germanic languages.

For many years, she was a lecturer in training and refresher courses for teachers of German language and literature at SSIS Toscana, and a member of the editorial board of the German studies journal *Daf-werkstatt* at the University of Siena. She frequently presents around the world on German language, Trends in contemporary German literature and Comparative literature.

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Voices on Immigration: A Stance Analysis of Opinion Articles in Russian-Speaking Newspapers

In the current context, immigration stands out as a prominent and widely debated issue in all major European newspapers, including Russian ones. This study aims to explore discussions around immigration by analysing the usage of Effective Stance (Marín-Arrese, 2021a, 2021b) and Epistemic Stance (Boye, 2012; Carretero et al., 2017) in opinion articles from Russian-speaking newspapers. Our manually annotated corpus comprises two sub-corpora, each containing 30,000 words, resulting in a total of 60,000 words. The corpus addresses two main topics: (1) refugees from Syria/Middle East and (2) illegal immigration in Europe. The objective is to assess whether the distribution of stance markers varies quantitatively and qualitatively based on factors such as the topic and the position of the markers within the opinion articles. Based on language characteristics, we analyse the marker realizations of effective and epistemic stance in Russian, proposing a slight modification to the general scheme. The preliminary analysis indicates a predominance of epistemic stance over effective stance markers in opinion articles from both sets of Russian-speaking newspapers, irrespective of their topic or position in the text. However, we anticipate that the distribution of specific sub-categories within effective and epistemic stances may vary across the two domains.

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Bio-note

Radoslava Trnavac is an Associate Professor at the School of Linguistics, The National Research University "Higher School of Economics". Her research interests lay at the intersection of discourse analysis, corpus linguistics, corpus pragmatics, and lexical semantics. Current specific areas of interest include patterns of evaluation in discourse, the language of genuine and fake news, political discourse, and discourse coherence.

Jelena Bobkina, PhD, is a senior lecture in the Department of Linguistics Applied to Science and Technology at the Technical University of Madrid (UPM) where she teaches English for Specific Purposes. Her main publication and research interests are in computer-assisted language learning, discourse analysis in digital media environments, and EFL/ESL teaching methodology. Her work has appeared in journals such as *System*, *Innovation in Language Learning and Teaching*, *Computer Assisted Language Learning*, *Education Information Technologies*, *Thinking Skills and Creativity*, *Studies in Second Language Learning, and Teaching*, and *AILA Review*, among others. She has recently co-edited two volumes published by IGI Global and Peter Lang. Her recent monographs appeared in Springer, Palgrave, *Multilingual Matters*, Mc Graw Hill, and Bloomsbury.

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The Correlation between Political Slant and the Use of Expressions of Stance in the English Newspaper Discourse on Immigration

The aim of this presentation is to determine how Epistemic stance - the speaker's expression of certainty, doubt, or knowledge regarding the information they are conveying (Boye, 2012; Carretero et al., 2017; Marín-Arrese, 2021)— and Effective stance —the expression of stance concerning the realization of events, with the speaker's aim to determine or influence the course of reality itself (Marín-Arrese, 2021; Domínguez Romero and Martín de la Rosa, 2023; Mora-López and Ferrer-Navas, 2023)— are used in English newspaper discourse related to migration issues. This study focuses on the similarities and differences in their distribution and use from a contrastive perspective including different political slants and the distinction between refugees and illegal migrants. The corpus comprised opinion columns from the newspapers *The Telegraph* (right), *The Times* (centre-right), *The Independent* (centre-left) and *The Guardian* (left). Each of the subcorpora consists of 30,000 words, which adds up to a total of 240,000 words for the complete English press corpus. This includes one subcorpus from each newspaper and from both illegal immigration and refugee crises published in contemporary periods: the Syrian crisis (2014-2016), the Afghan crisis (2020-2021) and the Ukrainian crisis (2022-2023). The corpus was annotated manually following the several categories inside Effective and Epistemic Stance. With this corpus, it is not only possible to compare the perspectives about refugees and migrants, but also to see how refugees themselves have been perceived differently depending on the specific crisis, and how the views about migrants may have also changed in different periods of time. The annotations were analysed qualitatively and quantitatively, in terms of log likelihood and frequency comparison. The results show a different use of Effective and Epistemic strategies among political slants, thus revealing different communicative strategies in newspaper discourse and differences in the authors' cultural values and beliefs with respect to refugees and migrants.

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Elena Domínguez Romero is Associate Professor of English language and linguistics at the Complutense University of Madrid (Spain). Her recent research interests comprise evidentiality and positioning in media discourse as well as applied linguistics and innovative teaching research. She is currently co-leading a research project on stance strategies in immigration and racism-related discourse (RACISMMAFF, funded by the Spanish Ministry of Science and Innovation/FEDER with reference PID2021-125327NB-I00) and has participated in three other funded research projects on stance, and evidentiality and modality in European languages EUROEVIDMOD (FFI2011-23181), EVIDISPRAG and STANCEDISC (PGC2018-095798-B-I00).

Lara Moraton-Gutierrez is Assistant Professor at Complutense University, Madrid where she lectures pragmatics, psycholinguistics, statistics, corpus and computational linguistics. Her research integrates cutting-edge technologies like corpus analysis and eye-tracking to explore English-Spanish contrasts from a functional discourse perspective, aiming to advance linguistic studies with a contemporary approach.

Natalia Mora-López is an Adjunct Professor at the Complutense University of Madrid. She teaches English for Specific Purposes (ESP) in middle and higher education. Her research focuses on ESP an innovative teaching, as well as on evaluative language, positioning and the expression of opinion in media and digital media.

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Establishing Common Ground through Trust-building in Negotiations: A Linguistic Analysis of Intercultural Interactions in Banking Services

Trust is vitally important in both personal and business relationships. There should be trust in order to achieve successful cooperation between partners. However, the phenomenon of trust-building across cultures is considered to be a major challenge when a high level of collaboration is to be reached.

Research in intercultural pragmatics and intercultural communication has a number of crucial areas to be explored. The study focuses on strategies for building trust and its linguistic forms that determine the major focus of interaction.

A thorough investigation of the relevant theory related to common ground, trust and rapport management (Malinowski 1923, Javorski 2000, Cui 2012) is followed by an empirical research based on interviews, elicited conversations and in some cases observation. The participants of the research are South-Korean and Israeli clients and Hungarian financial managers collaborating at a Hungarian bank service in Budapest, Hungary.

The findings of the research show the various trust-building strategies (empathy, reliability, openness, reviewing, conforming, creativity, constructivism, etc.) and linguistic markers (*again, I'm sure, you see*, etc.) used by interlocutors to work towards business integrity and reliability.

The study also reveals how participants achieve cooperation despite the frequent presence of pitfalls such as misunderstandings, assumptions and conflicts.

Keywords: common ground, trust, rapport management, linguistic markers

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Bio-note

Balázs Vesszós is a full-time lecturer at the University of Nyíregyháza and a part-time lecturer at Budapest Business University. His research interests include intercultural pragmatics with a special emphasis on the study of intercultural communication at international companies and the analysis of misunderstandings in organisational communication, the possibility of developing communication strategies in professional (economic, logistical and financial) foreign language communication, and the analysis of the components of global communication competence in intercultural organisations.

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Conditions and Motives for the Exploitative Use of Presuppositions

Presuppositions can deliver not only background information but also the main point of the utterance (Simons, 2005). While this exploitative use of presupposition is nothing new, the present study examines of circumstances where presuppositions are used in this manner and the probable motive for such conduct. This study first demonstrates the conditions for the exploitative use of presuppositions to emerge, which only happens when a particularized conversational implicature (PCI) can be generated from this presupposition and this PCI is (part of) the communication purpose of the utterance. However, when the presupposition carries the main point, it does not mean that the remaining part of the utterance becomes insignificant; instead, it becomes the assistance for an appropriate comprehension of the entire utterance, as a modification of the remaining information can still lead to a different interpretation of the utterance. This reconciles with Mazzarella and Domaneschi's (2008) suggestion that presuppositions need a pragmatic reading for a wholesome understanding even when it comes to the linguistic presuppositions (e.g., again, too). In the end, embedding the main point in a presupposition can render the main point defeasible, which may be a motive for this move. In this situation, it is the PCI that the speaker aims to communicate, and the presupposition returns to be just background information when the PCI is cancelled by the speaker (Levinson, 2000). This can be convenient when the main point needs to be expressed discreetly with an opportunity of withdrawal, e.g. when the message conveyed might be face-threatening. The exploitative use of presuppositions involves manipulation of common ground, which can contribute to the study of intercultural communication where emergent common ground (Kecskes, 2013) is prevalent as common knowledge is created synchronically in the situational context.

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Bin Wang is a PhD candidate at the University of Porto, Faculty of Arts and Humanities, and her thesis is about deception analysis using a pragmatic approach. She received a bachelor's degree in Portuguese Studies from Jilin Foreign Language University, China, and a master's degree in Linguistics from University College Dublin, Ireland. She is interested in pragmatics, discourse analysis, and poststructuralism.

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The Sequential Organisation of Humour Interactions in ELF Workplaces

Research into conversational humour has found that it is a significant strategy for fostering relationships and challenging power between colleagues in the workplace, but to date, only a limited body of studies have investigated the sequential development of conversational humour (e.g., Cheng, 2003; Haugh & Weinglass, 2018). Furthermore, there has so far been little research into the sequential analysis of conversational humour in English as a lingua franca context (e.g., Matsumoto, 2014). ELF offers a great context to investigate how conversational humour is shaped. Conversational humour is a dynamic, interactive activity that is continually being constructed as the interaction progresses. Conversational humour in Asian ELF interactions frequently occurs in response to a stimulus (Walkinshaw, 2016). To address this gap, this study attempts to describe a conversational humour sequence, designed to evoke a response characterised by the amusement or the appraisal that something is laughable from colleagues in the context of ELF workplace interactions. Preliminary results indicated the occurrence of jocular criticisms, jocular complaints, jocular fantasising, and mock requests. This study investigates, thus, how conversational humour sequences are co-constructed and sequentially organised in ELF workplace interactions using the framework of interactional pragmatics. The dataset for this empirical study is approximately 10 hours of audio recordings of face-to-face encounters between colleagues retrieved from the ACE corpus (ACE, 2020). An instance of conversational humour was identified based on three criteria: presence of incongruity in the text, metalinguistic comments made by the speakers regarding non-serious intention, and/or markers indexing enjoyment of the humour or expression of non-seriousness. Through careful sequential analysis, a conversational humour sequence consists of the sequence of a tripartite structure with four alternative actions in the third position: (1) an opportunity to a humorous social action, (2) the humorous social action, and then (3) reciprocation, elaboration, going along, and no attention.

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Bio-note

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ANDREW WILLIAMS
The Jocular Quip in Intercultural Contexts

The ‘jocular quip’, although it has no great currency amongst linguists, is a happily sonorous piece of terminology worthy of further exploration. First described and elaborated on in an intralingual but intercultural setting (Haugh & Weinglass, 2018), there seems to be a need for further examination of the significance of the jocular quip, particularly when it is used to open an interaction. Anecdotal evidence strongly suggests that the use of such devices is common amongst speakers of English with an Australian cultural background. The aim of the jocular quip is not as clear as one might think: it can be used for self-deprecation, or for seeking an affiliate response and thus establishing a rapport, in particular in the spirit of egalitarianism. There are, of course, obvious risks associated with using jocular quips, which means that listeners from cultures where such devices are usually reserved for different communicative situations need to be prepared to deal with remarks which may seem aggressive, although precisely the opposite effect is desired. The presentation reports on the evaluation of data collected from two groups: one group of students from a German university, and a group of Chinese students currently studying in Changchun. The presentation aims to explore the validity of this term, and to establish whether it should be more thoroughly and systematically explored in the spirit of language learning as an intercultural endeavour (McConachy, 2018).

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Bio-note

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**“The thumbs-up looks insincere”:
Cross-Cultural Perceptions of Multimodal Compliments with Gestures**

Speech acts are one of the most basic analytical categories in pragmatics (Jucker 2023). This study examines the cross-cultural perceptions of compliments, focusing on the non-verbal and multimodal aspects. Compliments are accompanied by various gestures, such as a thumbs-up. Gestures accompany speech across languages and cultures, making these hand movements a natural and pervasive part of all human language (Kelly et al. 2017). Hand gestures might be perceived by people with various cultural backgrounds in different ways and thus influence people’s perceptions of the sincerity of compliments. However, few existing studies investigate the cross-cultural perceptions of speech acts (Haugh and Chang 2019), without considering the accompanying gestures. Therefore, this study investigates the sincerity perceptions of the multimodal compliment with thumb-up gesture among the English, Swiss and Chinese groups.

The perception experiment is chosen because it can effectively investigate people’s perceptions of the multimodal compliment. The experimental material is extracted from the sitcom *Friends*, where Ross gives a speech, and his friend Joey compliments him with a thumb-up. 88 English L1 speakers, 137 Swiss German L1 speakers and 171 Chinese L1 speakers watched the scene and evaluated the sincerity of the multimodal compliment. Participants’ rationales to warrant their perceptions are also collected from retrospective interviews.

The multiple linear regression shows that the culture variable exhibits the most significant influence on the perceptions of the multimodal compliment among different variables. The quantitative analysis finds that Chinese and English people are more likely to think the multimodal compliment with gesture is sincere. In contrast, Swiss people tend to consider it insincere with statistical significance. Moreover, people of different cultures present both common and different rationales to warrant their perceptions. Overall, this research broadens the scope of speech act research by extending it to the perceptions of the multimodal speech act across cultures.

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Intertextuality and the Blogosphere: An Analysis of Forms and Functions of Intertextuality in the Human Rights Blogs

This paper addresses the forms and functions of intertextuality in the academic blogs offering critical analyses of the European Court of Human Rights' legal reasoning. More specifically, the analysis of entries published in three law blogs (*ECHR Blog*, *Strasbourg Observers*, *EJIL: TALK!*) has been conducted with the aim of answering the following research questions: a) what types of intertextual representations occur in the analysed blog posts? b) how do the new media affordances affect intertextual representations? c) in what ways identified intertextual practices contribute to achieving the blogs' communicative purposes? The study has shown that the analyzed blog posts are highly intertextual, which results from combining well-established forms of intertextuality (e.g., summary, direct quotation, mentioning, comment or evaluation) (Bazerman, 2004) with novel forms exhibiting technical affordances of the digital medium (e.g., hyperlinks, videos, pictures). Furthermore, the functional analysis of intertextuality has revealed that it contributes to providing a context based on which the authors of the blog posts present their arguments. In addition, identified intertextual practices help the bloggers to create their online identity as competent members of scholarly legal community, promote their research and build relations with a diversified audience.

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Bio-note

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Pronominal Deixis Power to Shape Political Discourse: A Corpus Analysis of English and Arabic Speeches

“Political language... is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind”, stated Orwell (1946: 13). Under the same track, deictic expressions can also be used to create a sense of identification or distance between the speaker and the audience, or to shift the focus of attention or responsibility (Hamdaoui, 2015). Thus, to understand how we connect the words to the world, this paper aims to provide a comprehensive elaboration on the relationship between the actors, moment, and scene of action in relation to pronominal deixis. Accordingly, the study adopted a mixed-methods approach to investigate the speeches of two political leaders, Joe Biden and Abdelmadjid Tebboune on various issues. The corpus consisted of 10 speeches, 5 of each, delivered between 2019 and 2024. In one hand, the quantitative research relied on using AntConc software (version 4.2.4) to calculate and compare the frequency and distribution of pronouns. On the other hand, the qualitative analysis focused on examining the pragmatic functions of pronouns through critical discourse analysis. The analysis and interpretation of data revealed that the most common pronouns in all speeches of both presidents were “I” and “we” followed by “they” and “you” in less frequency. Nevertheless, the rest of the personal pronouns were used very rarely. The use of “I” and “we” pronouns as entities of both presidents also differs from one speech to another depending on the intention and purpose of the speakers, their cultural norms, and affiliations. The audience to whom the speeches were addressed was also a critical factor that affected their use. Possessive pronouns in the English and Arabic speeches had the same pragmatic functions in terms of creating authority and identity, demonstrating care and responsibility, and building rapport and connection. Exceptions in demonstrative pronouns between both languages are also illustrated. Results showed that exploring different rhetorical language choices of pronouns is crucial in comprehending how political leaders shape their discourse. Similar pragmatic functions exist across distinct languages, yet context remains a determining variable.

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Bio-note

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