

# 11<sup>th</sup> Biennial International Conference on the Linguistics of Contemporary English

## Book of Abstracts

*Ordered by first name of first author*



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*\* key words and references omitted for reasons of space*

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## **Grammaticalization vs. differentiation in World Englishes: Testing the Dynamic Model using modal n-grams**

This paper provides an empirical assessment of Schneider’s (2007) Dynamic Model of Postcolonial Englishes by examining how modal constructions pattern across varieties representing different developmental phases. While the model predicts increasing endonormative differentiation in later stages, grammaticalization theory –typically conceived as a unidirectional process –would instead suggest increasing convergence in highly grammaticalized domains. Focusing on modality as a testing ground, the study investigates whether these two forces lead to compatible or competing predictions. The analysis adopts a usage-based, constructionist framework (Goldberg 2006; Hoffmann 2021), according to which grammatical knowledge emerges from entrenched form-meaning pairings shaped by usage. Data are drawn from the Corpus of Global Web-based English (GloWbE; Davies 2013). British English is compared with three postcolonial varieties positioned at different stages of the Model: Pakistani English (Phase 2), Nigerian English (Phase 3), and Singapore English (Phase 4). Five highly grammaticalized modal expressions (must, should, got to, could, and might) are examined using an n-gram methodology that captures recurrent lexico-grammatical environments rather than modal verbs in isolation (Cappelle and Depraetere 2016). The findings reveal a robust split between British English and the postcolonial varieties. Distributional modelling, conditional inference trees, hierarchical clustering, and similarity measures identify both macro-level similarities and micro-level constructional differences across varieties, while qualitative analysis of selected modal n-grams sheds light on domain-specific patterns of grammaticalization. Within the postcolonial group, a graded cline emerges that closely mirrors their placement in the Dynamic Model. Crucially, however, more advanced varieties show increased similarity to British English in the possibility domain rather than greater divergence, whereas necessity modals display variety-specific preferences and constructional elaboration. Overall, these results suggest that endonormative development does not uniformly entail grammatical divergence and point to the need for a refinement of the Dynamic Model that distinguishes between constructional innovation and the evolution of core grammatical systems.

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## Unity in diversity? Testing for prototypical meaning associations in novel English compounds

When two or more words are combined to form a new compound term (e.g. snail villa), the question of how the meaning of the constituents contribute to the overall meaning of the compound has remained a crucial issue in word formation research. Different approaches have been put forward in psycholinguistics (see, e.g., overviews in Libben & Jarema 2006 and Gagné 2009) and, particularly, in cognitive semantics. Approaches postulating semantic schemas (e.g. Ryder 1994; Tuggy 2005; Langacker 2008) have been accompanied by investigations into figurative meaning relations (Geeraerts 2002; Benczes 2006). In construction morphology, Boij (2010) describes the meaning of English endocentric noun-noun compounds as emerging from the constructional template [XYi]Y, with Yi standing in a relation R to X while “the nature of R is not specified but is determined for each individual compound on the basis of the meaning of the compound constituents, and encyclopedic and contextual knowledge” (2010: 203). This remains to be a general description of the semantic relation between the compound constituents and how they contribute to the overall compound meaning. Further work in construction morphology (e.g. Boij 2018) and similar approaches (Jackendoff & Audring 2020) have also not yet explored this issue further. Our study aims to address this gap and investigates whether the construction of compound meaning is based on prototypical meaning relations that hold between the compound constituents. For that, we carried out a meaning interpretation task involving 12 novel English compounds with a total of 140 monolingual and bilingual speakers of English in New Zealand. While previous analyses have shown diversity in meaning interpretations across the Māori and New Zealand European participants (Onysko & Degani 2014, Onysko 2016), the question remains whether diverse meaning interpretations are based on prototypical meaning relations of the compound constituents. A close lexical frame-based analysis will help to answer this question and shed more light on how meaning is constructed in nominal compounds.

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## English in a geopolitically changing world: Metaphorical anglicisms in Russian language discourse on Greenland (January 2026)

This paper investigates metaphorical Anglicisms in Russian-language political and media discourse on Greenland, focusing on materials from January 2026, when Donald Trump’s statements at Davos and renewed Arctic security debates triggered a surge of geopolitical commentary. The study is framed within cognitive linguistics (Lakoff & Johnson 1980) and discourse-pragmatic approaches to metaphor and language contact (Charteris Black 2004; Chilton 2004; van Dijk 2008), treating Anglicisms as formulaic, metaphorically loaded units that index global political alignments and attitudes toward English as a power. The research addresses three questions: 1) Which metaphorical Anglicisms occur in Russian discourse on Greenland? 2) What source domains (e.g., GAME, WAR, RESOURCE, NATURE) structure these metaphors? 3) What pragmatic functions (framing, evaluation, alarmism, legitimation, distancing) do they perform? The data consist of 80 texts (news reports, expert columns, TV transcripts) from Russian-language outlets such as TASS, RIA Novosti, Forbes.ru, RTVI, Porarctic, and official statements, collected in January 2026. A corpus-based methodology is applied: Anglicisms are first identified and then classified according to metaphorical source domains; their pragmatic effects are analysed through close reading and discourse pragmatic annotation. Preliminary findings indicate that metaphorical Anglicisms cluster around geopolitical “game” metaphors (e.g., gambit, pivot, high stakes game) and “resource/asset” metaphors (e.g., strategic asset), often hybridized with Russian calques and idioms. These units serve to dramatize Greenland as a high-stakes geopolitical stake, to distance Russian actors from Western “game playing,” and to legitimize comparisons with other contested territories. The paper concludes that metaphorical Anglicisms function as markers of Russia’s embeddedness in, yet critical stance toward, English dominated geopolitical discourse, contributing to the conference’s special theme “English in a geopolitically changing world.”

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## **Framing the English teacher: Phonetic cues, listener cognition, and evaluations of accented English**

This paper examines how Croatian students cognitively frame speakers of English on the basis of phonetic cues and how such framing shapes judgments of intelligibility, comprehensibility, and professional legitimacy in ELF-relevant contexts. Drawing on ELF research that conceptualizes communication as dependent on listener interpretation rather than speaker nativeness (Jenkins 2007; Seidlhofer 2011), the study integrates cognitive framing theory with work on ELF and EFL perception and listener ideologies (Drljača Margić and Širola 2014; Vančura and Alić 2022), situated within the context of different linguistic backgrounds (Pae 2016). The analysis addresses the following research questions: (1) How do students frame speakers' linguistic identities when exposed to different English accents? (2) How does such framing mediate evaluations of intelligibility, comprehensibility, and suitability as an English teacher? and (3) To what extent do these evaluations align with speakers' actual linguistic backgrounds? The study employs a verbal-guise methodology adapted from research on student attitudes toward accentedness and native versus non-native English-speaking teachers (Ballard 2013). Participants listened to recordings of ten speakers representing different backgrounds reading the same paragraph and were asked to identify speaker origin, assess intelligibility and comprehensibility, and evaluate suitability for English language teaching. Preliminary findings indicate that students frequently misidentified speakers' linguistic origins and were unable to reliably associate accents with specific varieties of English. Nevertheless, they expressed strong and consistent judgments regarding intelligibility and teacher suitability, including negative evaluations of a Croatian speaker. Listener judgments appeared to be guided less by perceptual difficulty than by cognitive frames activated through salient phonetic features. In several cases, these features proved misleading, as illustrated by a Croatian EFL speaker who was occasionally misidentified as an Indian speaker. Overall, the results suggest that intelligibility and professional acceptability function as framed evaluations shaped by institutionalized ideologies of English rather than by speakers' actual linguistic biographies.

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## **Authority and authenticity within the media Englishes of popular culture**

The question of why non-standard varieties survive has been a familiar and persistent question in historical linguistics. If standard varieties are used to appeal to the authority of the users of those languages, why would anyone choose to retain a variety that does not enhance the authority of the user? More specifically, varieties of standard English are closely associated with the media that use those varieties, and they even bear the name of the media (e.g., BBC English, Broadcast Standard, etc.). Despite the domination of standard Englishes within the media and popular culture, non-standard varieties are frequently used. It has been proposed that within media and popular culture non-standard varieties are used to manufacture much of the authenticity of language and speakers. Authority and authenticity are regarded as complementary features of media and pop culture Englishes and there is highly systematic commitment to each of these features across the media and pop culture Englishes internationally. From an historical point of view, media and popular culture preserve Englishes and vernacular features that would not normally be considered part of the standardisation process.

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## **Developing critical thinking through critical perspectivisation in university-level ELT**

The prominent role of critical thinking (CT) in contemporary higher education is undisputed, yet the field remains characterized by extreme heterogeneity. This presentation addresses the “conceptual swamp” —the saturation of diverse and often conflicting definitions—that frequently impedes the development of effective pedagogical practices. The first part of the paper examines the challenge of defining critical thinking, contrasting two primary orientations: a logical-psychological approach focused on individual cognitive skills, and a value-based, emancipatory approach rooted in critical pedagogy. In the context of English Language Teaching (ELT), this presentation argues that CT should not be treated as a set of decontextualized sub-skills but rather as a transformative practice integrated into language learning. Central to this discussion is the introduction of a novel method developed and implemented at the University of Belgrade, termed critical perspectivisation. Grounded in the works of Richard Paul and Paulo Freire, this model bridges the gap between the Critical Thinking Movement and critical pedagogy. The presentation will illuminate the importance of “perspectives” as the core of this method, emphasizing that examining issues from multiple, often conflicting, angles is paramount for fostering critical reflection. The presentation will detail a four-step pedagogical framework: (1) identifying conflicting perspectives, (2) creating double perspectives, (3) incorporating multiple perspectives, and (4) synthesizing these views. Drawing on qualitative research data from second-year English Studies students, the paper demonstrates how tools such as reflexive journals and focus groups facilitate “illuminating perspectives”. Ultimately, the paper argues that critical perspectivisation allows students to move beyond descriptive thought toward critical reflection, preparing them to engage as conscious, autonomous citizens in a complex, globalized world.

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## **De-colonialising English? A historical perspective**

This presentation will take a historical view of ‘English in a geopolitically changing world’. The work of three people whose work in the 1920s changed the ways in which English was taught and learned will be reviewed. These three are Harold Palmer (in Japan), Laurence Faucett (in China) and Morris West (in Bengal). All three had to adapt the way they originally thought English should be taught ‘as a foreign language’ in light of the local conditions in which they found themselves working. Their work is important as it represented the first systematic attempts to move from teaching English in order to imbue English culture in the learners to the teaching of English in order to allow learners to communicate in the language with others. This period also saw the publication of Ogden’s attempt to develop a simplified English, which he called British American Scientific International Commercial (BASIC). This was an attempt to ‘de-colonialise’ English. Then in the 1950s, LA Hill published an article called ‘Neutral English’ in which he argued that teaching English as a second or foreign language as a ‘neutral’ language would allow ELT to avoid accusations of linguistic imperialism while maintaining a key role in the ELT industry (Lowe and Smith 2020). Some of the arguments Hill put forward bear remarkable similarities to the contemporary arguments put forward by those proposing an English as a lingua franca approach to English language teaching. I shall conclude by suggesting that the work of the teachers described here illustrates that they understood that English could be devoid of ‘English’ culture in the geopolitically changing world in which they worked.

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## English as a Lingua Franca – Do we still need more corpus data?

In the early 2000s, ELF was highly controversial among English scholars. Today it is mainstream. The research community's change of heart undoubtedly reflects perceived realities in global developments. The most recent globalisation wave in the early 1990s amplified English use, especially among L2 speakers. The world underwent economic and political reshaping, and crucially, a technological revolution specifically impacting language. From the mid-1990s, the Internet established itself in global communication. This could be likened to the effect of Sumerian around 3300 BCE. English as the dominant Internet language, without L1 priority, was creating a new linguistic world order. Despite emotions running high around ELF, corpus compilation began in the early 2000s. One on academic ELF, ELFA (2008), two largely general, VOICE (2009) and ACE (2015), all based on speech in essentially exonormative contexts. One descriptive aim was to capture ELF in the making. Results show contact-related processes like multilingual practices, altered pattern preferences, and lexical innovations. So why bother with more ELF corpora? First-generation corpora can capture novelty and incipient change, but not stabilisation, convergences, bifurcations, or exo- vs endonormative shifts, which require more temporal depth. To follow the story of ELF further, another generation of corpora is necessary. Ideally, this should reflect its ancestry. Once again, technology has advanced, with possibilities like semi-automatic transcription. Importantly, it has enabled new modes of interaction. Dynamic corpora drawing on digital interaction, like the NTS (Laitinen & Lundberg, 2021), suggests that ELF influences English overall. This resonates with the suggestion that dialogue, whether spoken or digital, shares fundamental similarities as opposed to monologue, spoken or written (Mauranen, 2023). This opens new possibilities for corpus design, and above all incorporates new technology, as befits ELF. It also opens space for new questions, like can we consider English a lingua cosmopolitana (Dobric et al. 2025).

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## German learners' usage ratings: Closer to British or American English?

In this talk, I adopt a usage-based approach to investigate non-standard English prepositional usage patterns (e.g., to the interest of vs. in the interest of), drawing on data from the Corpus of Global Web-Based English (GloWbE) and speaker ratings from the Bamberg Survey of Language Variation and Change (BSLVC; 2nd part). I address the following research questions: How do native English speakers rate non-standard English prepositional usage? Do native German speakers' ratings (BSLVC) align with British or American ratings (BSLVC) as well as actual usage (GloWbE)? Prepositions were chosen because, unlike orthographic (e.g., colour vs. color) or lexical (e.g., truck vs. lorry) variation, learners tend to be less consciously aware of variation in prepositional usage. In the BSLVC survey, participants assessed whether sentences could be written by everyone, most, many, some, few people or no-one in their home country in an email to a former teacher. The BSLVC results show that the native English speakers have a wide range of usage ratings, with everyone, most, and many responses ranging from 0% to 84% of responses for participants from England and 0% to 79% for participants from the US. In contrast, everyone, most, and many responses ranged from 12% to 67% of responses for native German participants, suggesting that they are less likely to choose the ends of the rating scale, possibly because they are somewhat unsure about the usage of prepositions. Furthermore, the BSLVC data from the native English speakers generally align well with usage patterns from the GloWbE corpus. The native German speakers' ratings tend to align with American English usage rather than British English usage, suggesting a substantial influence from extramural English exposure. I discuss the results with respect to language learners' tolerance to variation and address implications for English language teaching.

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## **Polysemiotic (patterns of) macro-moves in ELF research article abstracts: A methodological aggiornamento for digital publishing**

While English remains the established lingua franca (ELF) of international publishing (Seidlhofer 2011), the contemporary English of scholarly communication is being radically reshaped by the dual forces of digitalization and institutional regulation. This intersection often goes overlooked, specifically regarding how the convergence of diverse text types (such as abstracts, keywords, and titles) within a single digital page reconfigures established academic conventions (Hyland 2000). To capture these shifting dynamics, this presentation redefines research article abstracts as polysemiotic constructions: assemblies of macro-moves that integrate linguistic and paralinguistic features. To operationalize this methodological aggiornamento (Blommaert 2010), the study integrates Cognitive (Construction) Grammar (Langacker 2008) with multimodal enquiry (Kress and van Leeuwen 2021). By moving beyond a narrow focus on linguistic constructions, this framework facilitates the postulation of paralinguistic form-meaning pairings such as the symbolic value of white space, bolding or commas (Lemke et al. 2025). These elements co-constitute polysemiotic macro-moves within the active constructional space of the digital page, where layout, typography, and punctuation carry conventionalized weight, reflecting the cognitive and institutional constraints of ELF users' environments. This framework is applied to the DISCOWER corpus (2025), comprising abstracts in law, linguistics, and literary studies authored and edited by ELF users. The analysis addresses two research questions:

1. Can a robust coding system be developed to empirically verify polysemiotic (patterns of) macromoves?
2. Can this system uncover distinct polysemiotic (patterns of) macro-moves across various disciplines?

Preliminary findings reveal substantial disciplinary variation at the level of individual macromoves and their patterns. Ultimately, these results provide a roadmap for navigating the polysemiotic nature of knowledge dissemination, enriching the applied linguistic "toolkit" (Brumfit 1997) with a model reflecting the constructional reality of modern communication.

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## **From meme template to discourse strategy: The development of alternating caps on Reddit**

Alternating caps refers to a creative spelling strategy in which uppercase and lowercase characters are used in alternation, irrespective of standard orthographic conventions. While its use is attested since the early days of the internet, the strategy was popularized by a meme in 2017 (Hathaway 2017). At this time, its functional meaning –to express sarcasm or ridicule –also became conventionalized. In its present form, alternating caps is thus a strategy for the lamination of voices, where a statement is presented while at the same time the author indicates a critical distance to the propositional content of the statement. Creative spelling in this context serves as a contextualization cue (Gumperz 1982) that would, in spoken interaction, be provided by pitch movement, facial expressions, and other channels unavailable in text-based digital discourse (cf. Klewitz & Couper-Kuhlen 1999). This talk traces the development of alternating caps on the web forum Reddit (cf. Messerli et al. 2025), considering its rise in frequency, its spread across contexts (subreddits, topics), and developments in its formal nature (reliance on visual support and on direct quotes to echo). Over time, it is shown that alternating caps can be used with increasing flexibility, requiring neither reference to the meme template the practice is derived from nor to any specific, previously produced utterance to be rephrased. The process of spread is akin to the indexical bleaching Squires (2014) observes for a specific quote by a TV personality. The talk discusses the functions of alternating caps in the wider context of quotation and voice management online and in relation to reported speech and voice-in-contrast in offline sociolinguistic work (Agha 2005; Bucholtz 1999).

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## Coming to terms with ‘Contemporary English’ in lingua franca communication

The massive disruption of customary normalities brought about by globalisation and digitalisation has called into question traditional concepts of speech communities and language varieties as relatively stable entities. As a consequence, “English in a geopolitically changing world” increasingly and predominantly figures as a lingua franca (ELF).

This is now widely recognised. ELF study figures in a fast-growing number of courses and research projects in universities all over the world. There are specialised corpora of ELF interactions, a dedicated journal and book series as well as a conference series. One can say that ELF has arrived on the academic scene.

But like any evolving research area, the study of ELF has diversified. The particular perspective that I and my collaborators take focuses on how ELF users cope with the problem of how to make expedient use of their lingual resources to communicate with people of different linguacultural backgrounds, often with strangers, and the challenges they encounter in seeking to get their meanings across to achieve their intended outcomes. All this may appear obvious, but it calls for a radical re-appraisal of customary ways of studying language. These have conventionally involved focusing on how English, or any named language, is used, and therefore shaped, by particular communities at a particular time and place, resulting in ever more precise descriptions of conventionalised usage. In our conceptualisation of ELF communication, however, the key question is not what form the ‘English’ takes and how far it conforms to convention, but on how lingua franca languaging works across communities, and only then how the resources of ‘English’ are exploited for that purpose.

This talk will highlight selected lines of current ELF inquiry and ask how these relate to work on (seemingly) similar concepts represented at (or absent from) this conference.

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## BSLVC meets register analysis: (in)coherence between usage ratings for written versus spoken

In this presentation, I endeavor to crosspollinate the analysis of the Bamberg Survey of Language Variation and Change (BSLVC) with research questions about prescriptivism. Specifically, I will determine (in)coherence between usage ratings for written versus spoken sentences. The research question is the following: do participants who rate spoken sentences in a similar way also rate written sentences in a similar way? The backdrop is that the BSLVC collects usage ratings for 138 spoken sentences and 207 written sentences. So register dimensionality is built into the BSLVC, and this dimensionality is interesting from a theoretical perspective: the null hypothesis is that (dis)similarity between participants is stable across the written-spoken divide. With that being said, we do know that while (especially vernacular) speech is “the style in which the minimum attention is given to the monitoring of speech” (Labov 1972, 208), written language is more “governed by prescription” (D’Arcy and Tagliamonte 2015, 255). So it is not inconceivable that two participants will rate a spoken sentence similarly while disagreeing about a written sentence because they adhere to prescriptivist norms to different extents.

Mantel correlation analysis yields the following key results. When we include all 1,016 currently available participants and all available features (except problematic ones), distance matrices calculated on the basis of either spoken or written stimuli correlate with  $r = 0.57$ , which indicates substantial overlap. However, there are quite striking differences between different populations in the BSLVC. For example, the highest correlation obtains for Puerto Rican participants ( $r = 0.71$ ), while the lowest correlation obtains for Spanish participants ( $r = 0.29$ ). The interpretation that I will propose is that lower correlations index higher prescriptivist pressures, and possibly more linguistic insecurity (in the sense of Preston 2013).

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## The linguistic landscape and soundscape of San José, Costa Rica

Given the profound social, political, economic and material impact tourism has had on many places worldwide and, consequently, its potential to understand how language becomes materialised (Lamb and Sharma 2024, 388; Thurlow and Jaworski 2010), this paper aims to contribute to tourism-oriented linguistic and semiotic research. Based on ethnographic observations of written and spoken language use in San José, Costa Rica's capital city, it investigates which languages are used for communication in public spaces in San José, what functions different languages are used for and whether there are differences in language use according to more and less touristic places. Following Lamb and Sharma (2024), a geosemiotic approach (Scollon and Wong Scollon 2003) is adopted. The data derives from linguistic landscaping (LL) and soundscaping (LS) in various locations in San José, such as the largest market and the international airport, as well as from interviews with service staff, tourists and residents, and collected materials, e.g., online reviews, to elicit explanatory data on the creation and perception of signs. The preliminary quantitative and qualitative analysis of San José's LL reveals that Spanish is the most frequently used language in written communication, both on formal and official signs and on informal and private signs. This contributes to the perceived authenticity of San José for tourists. In places oriented towards tourists, such as the airport, bilingual Spanish/English signage prevails. Occasionally, Indigenous languages like Boruca are commodified as exoticised souvenirs (cf. Nassenstein 2019, 147). The LS is more varied: Spanish is the preferred language in service encounters among residents and between local staff and Spanish-speaking tourists, whereas English is most widely used in service encounters between local staff and non-Spanish-speaking customers, except for emblematic Spanish expressions like *gracias*. Additionally, various non-verbal cues, e.g., deictic gestures, are used to aid communication, complementing San José's semiotic landscape.

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## Towards a macro-typology of world languages of the present and past: The SPROWL Perspective

Inspired by the lingua cosmopolitana framework outlined in Dobrić et al. 2025 and Dobrić (in preparation), the present talk will offer a view on English as the hyper-central world language of the late 20th and 21st century, on the one hand, and world languages of the past, on the other hand, from the perspective of Kortmann, Bisang, Kabatek (eds), a handbook on the Spread of World Languages (short: SPROWL) which will be published in 2027. This handbook covers about 30 world languages of previous centuries and millennia (like Aramaic, Classical Chinese, Classical Greek, Latin, Sanskrit) and the present (e.g. Arabic, Chinese, Hindi, English, Spanish, Turkish). The individual language chapters, and especially an additional set of so-called transversal chapters, address among other things the major drivers responsible for, or at least facilitating, the global spread of these languages. Major candidates for such drivers of spread include factors that are structural-typological, sociolinguistic, political, historical, cultural, religious, economic, or educational in nature. Typically, it is not just one factor, but a combination of these that was, or has been, responsible for the spread. In the context of Thematic Session 3, the focus of this talk will be on the discussion of potential patterns of spread, especially in terms of recurrent constellations of drivers, and the extent to which these patterns are time-stable, i.e. observable across world languages of both the present and the past. The major point of reference, given the nature of this conference, will be English. More specifically, questions 1, 5, 7 and 9 in the call for papers will take centre stage. The talk will end with some suggestions for answering Cfp question 10:

1. To what extent can the historical trajectories of 'world' languages like Latin or Sanskrit provide useful analogies for the current global spread of English?
5. In what ways does the use of English as a 'global' lingua franca replicate (or diverge from) the functions fulfilled by languages such as Latin or Classical Arabic in their respective multilingual contexts?
7. Do diachronic comparisons with languages like Sanskrit or Latin risk downplaying the technological differences of English's current global spread?
9. How might examining past language ecologies (e.g., multilingual empires, religious communities, academic networks) illuminate the sociolinguistic conditions underpinning today's global English?
10. How do the historical trajectories and patterns of spread of present-day world languages other than English fare in comparison with world/cosmopolitan languages of the distant past?

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## **Teachers' and students' perspectives on their language readiness for English-medium instruction**

English-medium instruction (EMI) refers to the teaching and learning of non-philological academic subjects through English in non-English-dominant countries. Given that EMI teachers and students are typically speakers of English as a foreign language, concerns have emerged regarding their language readiness for EMI, as well as the lack of language proficiency requirements and institutional language support (Drljača Margić and Vodopija-Krstanović 2017; Lasagabaster 2022; Wang 2025).

The present study, conducted at six faculties of a mid-sized university in Europe, comprised a sample of 103 EMI teachers and 274 EMI students. Each group completed an online questionnaire exploring their perceptions of English language-related challenges and language development needs, both for themselves and for the other group. The data were analyzed using Stata software.

The findings point to a convergence between students' and teachers' perceptions regarding the language challenges they encountered in EMI. Both groups indicated that students faced the greatest challenges with specialist terminology, academic English, and explanation of content, whereas teachers' key areas of difficulty included pronunciation skills, grammatical accuracy, and speaking fluency. Both teachers and students perceived that the other group experienced greater challenges than they themselves did. Similarly, each group considered that the other faced greater difficulties than they had reported. The participants agreed that both teachers and students should enhance their language skills, with students assigning the highest ratings to teachers' need for improvement. In light of the findings, both students and teachers would benefit from targeted language support. Student support should prioritize academic English and English for specific purposes, and content teachers should concentrate more on disciplinary discourse and terminology. Teacher support should encompass training in both general and academic English. In addition to providing language support, proficiency requirements should be established for prospective teachers and students to ensure that they meet the demands of EMI environments.

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## **(Im)politeness in telecinematic historical fiction: diachronic and stylistic insights**

There is a widespread belief that the people of the past were more polite than we are now (cf. e.g. Jucker and Landert 2023). Hence, writers of fiction set in the past may draw on this notion in their construction of pseudo-historical dialogue. The present study uses a 13-million-word corpus of historical fiction dialogue extracted from the TV Corpus (Davies 2021) to investigate the use of polite and impolite language in this genre.

The study is inspired by Jucker and Landert's (2023) investigation of so-called "etiquette politeness"—i.e. specific linguistic forms associated with (im)polite behavior—in movie dialogue. Such forms include, among others, titles and address terms (e.g. sir, Mrs.), requests (e.g. please, could you), and profanity (e.g. shit, damn). Previous research (by the author, forthcoming) using the TV Corpus established that historical fiction uses comparatively more polite terms of address than other genres on television generally. It is also known that profanity is underrepresented in historical fiction compared to other genres on screen (Kirner-Ludwig 2020). The present study builds on these findings by taking a more detailed look at how (im)polite forms are distributed in the historical fiction data, taking advantage of the diachronic depth the corpus affords (1950s-2019): are polite forms timeless stylistic features of historical fiction, or do they vary in type or frequency according to the time of production and, possibly, the temporal setting of the story? As what sounds "old" depends on the time of writing, results (which are still pending) are expected to showcase changes in the stylistic strategies to convey "old-timey"-ness along the 20th century. Results can therefore highlight the relationship between stylistic conventions and language change more generally. Findings are discussed in relation to the potential of television to both reflect and transmit language ideologies about the past.

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## Rhoticity in Singapore English: Global-local orientations and linguistic variation in speech in the media

Variation in coda /r/ (henceforth /r/) is traditionally explained by the rhotic–non-rhotic split in English (Wells 1982:218–220) and remains central in sociolinguistics. Over the last four decades, studies on Singapore English (SgE) (Tan and Gupta 1992; Poedjosoedarmo 2000; Tan 2012) have questioned whether this historically British-influenced variety is shifting towards greater rhoticity. Media exposure is often cited as a catalyst, yet no study has systematically analysed SgE speech in media. Addressing this gap, this study examines the speech of 75 media personalities and addresses the research questions:

1. What are the observations on /r/ in SgE speakers who are media personalities of varying ages, ethnicities and genders?
2. Which language-internal and external factors predict /r/ realisation?
3. Does /r/ usage pattern the same way across communities?
4. How would these findings connect to rhoticisation of other Englishes? Adopting a quantitative, corpus-based variationist approach informed by indexicality (Eckert 2019), this study investigates how /r/ indexes social meanings. Examining the speech of media personalities—conduits of globalisation who still appeal to local audiences—provides insights into how /r/ realisation reflects global-local orientations (Alsagoff 2010).

Speech data comprise spontaneous, conversational material from public media platforms. Tokens were coded auditorily, with a subsample analysed acoustically using Praat (Boersma and Weenick 2022). In total, 5581 tokens were coded for linguistic and social variables. Data were analysed by means of generalised additive mixed models (GAMMs) in R (R Core Team 2024) using the mgcv package (Wood 2017). Ethnicity-specific models were fitted and assessed for community grammars. Findings indicate that rhoticity in SgE is present but uneven. Chinese and Eurasian speakers exhibit the highest /r/ realisation rates, conditioned by predictors mirroring trajectories in other Englishes. Qualitative analyses reveal orientation-sensitive style-shifting: when adopting a localized orientation, speakers gravitate toward non-rhoticity. Overall, rhoticity is salient but community differentiated.

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## Abstractness in English: Shell noun annotation and large language models

Shell nouns (e.g., fact, problem, promise) are abstract nouns that encapsulate a content that is expressed in a complement clause or even in a separate clause or sentence (Schmid 2000). Since shell nouns are a functionally defined category, whose identification relies on context rather than on their lexical content alone, they present unique annotation challenges for both human analysts and computational systems. This study examines the extent to which large language models (LLMs) can identify and annotate shell noun uses in English, with particular attention to how abstractness (see, a.o., Borghi 2023) and marked discourse configuration affect model performance. The study addresses two research questions: (1) How accurately do LLMs distinguish shell nouns from non-shell nouns across diverse discourse contexts? (2) Which linguistic factors—such as abstractness, markedness, and shell noun-shell content distance—are associated with systematic annotation errors? Following Yu et al. (2024)'s protocols for LLM-driven corpus annotation, the analysis proceeds in two stages. First, two LLMs (GPT 4.5 and Claude 3.7 Sonnet) were evaluated on a 60-text corpus containing shell and non-shell noun instances. The best-performing model was then tested on a larger 1,000-text corpus, with its outputs compared against expert human annotations using quantitative measures and qualitative error analysis. The findings indicate that LLMs show recurring difficulties in detecting abstractness and marked discourse configurations. These error patterns suggest limits in the models' ability to integrate discourse-level information and functional interpretation. The study sheds light on how LLMs process abstract meaning and discourse structure in English. These model-specific interpretative patterns can help clarify how LLM-generated texts are shaped and, in turn, how such texts may come to influence practices of language use and analysis in digitally mediated environments. Overall, the study contributes to corpus-based research on English by clarifying both the potential and the constraints of LLM assisted analysis of abstract functional categories.

## **Vulnerable individuals in contexts of geopolitical change: stories from South Africa and Uganda**

While geopolitical and geo-economic changes certainly impact societies and the world community at large, vulnerable individuals are particularly susceptible to their impact. This paper explores how such processes shape language learning and use of disadvantaged individuals in multilingual South Africa and Uganda.

In these peoples' lives, such change has included, but is of course not limited to,

- border conflicts that are the result of artificially drawn borders,
- the designation of internationally funded national parks, which resulted in the eviction of peoples from their original habitats,
- the designation of racially segregated residential areas during South Africa's Apartheid system and the ongoing disadvantages resulting from this, and
- the development of tourism, resulting in new contacts and job opportunities but also in the dissolution of traditional communities.

Typically, such events have led to migrations of individuals or whole families and communities, in search for both safety and work, and have involved moving into new speech communities.

Using methods of a "doubly engaged ethnography" (Pacheco-Vega & Parizeau 2018), the data underlying the paper was collected in 2024 and 2025 by the author and with the help of local colleagues and citizen scientists.

Drawing on recent theory and findings from within migration linguistics (Piller 2016 Borlongan 2023) and qualitative data analysis, particularly grounded theory, originally developed by Glaser and Strauss (1967), this paper presents the findings from analyses of 40 conversations held with people of various lower and or working class non-elite backgrounds and discusses their complex trajectories of languages learning and use. From a methodological perspective, the paper will also address the benefits and challenges of working with citizen scientists in less developed countries.

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## **Under the influence: Topic selection and risk in casual ELF encounters with moderate alcohol consumption**

This study investigates how culturally diverse university students navigate discourse topic selection and conversational risk in initial triadic English as a Lingua Franca (ELF) encounters, with particular attention to moderate alcohol consumption as an understudied situational factor in intercultural interaction. The study adopts an exploratory, data-driven approach situated within ELF research and interaction-focused sociolinguistics. Specifically, it addresses two questions: (1) Which discourse topics naturally emerge in initial intercultural interaction? (2) How do contextual factors, such as moderate alcohol consumption, shape the selection and negotiation of these topics?

The dataset comprises 19 triadic conversations among exchange and local university students in Germany, conducted under alcohol and no-alcohol conditions. The analysis focused on discourse topic selection and the emergence and management of "risky" content. The findings show that while participants draw heavily on shared biography to establish common ground, intercultural encounters also provide novel conversational resources that participants use to co-construct mutual understanding. Although moderate alcohol consumption does not substantially alter the overall range of topics, it does influence how topics are negotiated and how personal disclosure emerges. In addition, previously established conversational norms and individual agency appear to shape risk-taking, suggesting that prior exposure to a new communicative context may constrain or enable subsequent disclosures.

Overall, the study highlights the dynamic interplay between intercultural context, participant biography, and situational factors—including moderate alcohol consumption—in shaping casual ELF conversation. It offers new insight into how interactional alignment and common ground are negotiated in early intercultural encounters under varying contextual conditions.

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## **When English feels ordinary: Young learners' repertoires in German secondary education**

This study examines the place of English in young learners' communicative repertoires and self-understandings within German secondary education. Drawing on semi-structured interviews with fifth- and sixth-grade students described by their teachers as good at English in school, it explores how these learners make sense of English beyond its institutional frame. While research has emphasized the erosion of English's "foreign" status across continental Europe (Phillipson 2007; Hallet 2024), the analysis asks how this broader tendency manifests in the everyday meaning-making of individual learners.

Grounded in research on processes of meaning-making in foreign language learning (Bauer 2015, Jacob 2021) and employing the documentary method, the study interprets how students orient toward and position English in their worlds. Two principal orientations emerge: some learners actively use English outside school—for gaming, media consumption, or exploring interests such as history or baking—while others explicitly avoid it beyond homework and classroom tasks. The findings show no straightforward relationship between learners' school performance or grades and their extracurricular engagement.

Across both orientations, English fulfills diverse functions. For some, it is a language they like because it sounds beautiful or "cool"; for others, it serves primarily as a practical tool to access content. For students who engage with English only within school, it remains a subject among others, without particular personal resonance. Taken together, these insights invite a more differentiated understanding of what it means for English to be "no longer foreign" by foregrounding the localized, affective, and situational roles the language assumes in young learners' lives.

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## **Assessing the stabilization of Indian English dialect features: Evidence from the BSLVC**

There is no shortage of studies dealing with Indian English (IndE), as the recent overview by Cowie (2025) has again highlighted. The title of her book review essay spells out the research question that underpins most of these studies: "What counts as evidence for the stabilization of dialect features?" In other words, which of the many innovative morphosyntactic features that occur exclusively or more frequently in IndE have the potential of becoming stable dialect features of a standard(izing) pan-Indian English, moving the speech community forward in terms of Schneider's (2007) trajectory towards autonomous, endonormative varieties? One answer to this pertinent question has been given by Sharma (2023), whose detailed sociolinguistic scrutiny of nine IndE features enabled her to establish a dividing line between learner features and stable dialect features based on a corpus of spoken IndE: copula omission, for example, would be a learner feature, whereas definite and indefinite article omission as well as the use of the progressive with stative verbs turn out to be stable features of proficient IndE. This paper will use the questionnaire data collected in the BSLVC as a further piece of evidence for the stabilization of dialect features. By comparing findings from the BSLVC with findings from major studies on and overviews of structural features of IndE, including Lange (2012), Sharma (2012), Leuckert et al. (2023), and Sharma (2023), we intend to gauge the potential of questionnaire data as complementary data to corpus-linguistic findings for the specific case of IndE. Similar to the attitude study by Doibale et al. (2024), we expect that those IndE features that are part of proficient speakers' repertoires will receive more positive ratings than learner features, both for their spoken and written usage.

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## The cosmopolitanism and localization of American English in the Philippines

This paper sets out to explore the notion of cosmopolitanism with reference to the transportation and localization of the English language in the Philippines. This process began with the US occupation of the Philippine Islands in 1898, which continued until the aftermath of World War Two in 1946. During this time, the English language became dominant in a range of High domains in Philippine society, notably government, law, education, and communications. At the same time, the English language also became localized in terms of features of pronunciation, grammar, and lexis, and the discussion of ‘Philippine English’ as a localized variety occurs in education reports as early as 1925. In the postcolonial Philippines of today, the juxtaposition of cosmopolitanism and localization can be seen in the range of varietal differentiation throughout society. The cosmopolitan dynamic is most visible with the acrolectal variety of Philippine English, which approximates to standardized American English. This stands in contrast to localized mesolectal and basilectal varieties, which deploy a fascinating range of cultural and linguistic strategies in creative counterpoint to the mundane norm of the standardized variety.

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## Multinormativity and prestige in Tongan English

This paper examines norm formation and linguistic prestige in Tongan English, an Outer-Circle variety spoken in the Kingdom of Tonga in the South Pacific. Tongan English is characterised by the emergence of multiple local prestige norms, each illustrated by the adoption of select features associated with exogenous Inner-Circle varieties alongside shared local features. This multinormativity challenges Schneider’s (2007) Dynamic Model, which links the development of postcolonial Englishes to the stabilisation and acceptance of a single (and relatively homogenous) local prestige norm, arising from contact between a settler (STL) and an indigenous (IDG) strand.

Drawing on a corpus of sociolinguistic interviews with 91 speakers of Tongan English and ethnographically informed observations of language use in Tonga, recorded during a three-month period in 2019, I illustrate the co-existence and parallel development of multiple prestigious norms in an Outer-Circle variety. I present several case studies to illustrate this phenomenon, including speakers of (1) a variety associated with younger speakers embedded in Mormon transnational networks and (2) a variety associated with middle-aged and older local ‘elite commoners’. In presenting these case studies, it becomes evident that norm formation in Tongan English is sensitive to factors that are not reflected in dominant World Englishes models, including contact with transnational diaspora communities, exposure to global media, and ongoing interaction with multiple regional “soft powers.”

Findings primarily highlight two limitations of Schneider’s Dynamic Model in accounting for norm formation in Outer-Circle settings: (1) the central role attributed to colonialism and contact between settler and indigenous groups, and (2) the assumption that endonormativity entails the stabilisation of a single, relatively homogeneous local prestige norm. By documenting multinormativity and plural prestige in Tongan English, I highlight the need for ethnographically grounded approaches in understanding prestige and norm formation in Outer-Circle Englishes.

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## **It's all algospeak to me. Literacy codes in the 21st century**

Algospeak is typically understood as a type of communication used to obfuscate dispreferred terms to avoid algorithmic moderation on social media platforms (Authors in press), notably TikTok (Klug et al. 2023), ranging from minor orthographic changes to more complex, algorithm-based literacy codes (Brock and Willenberg 2025). As a new yet widespread phenomenon, algospeak has been the subject of various studies analysing formation mechanisms (Calhoun and Fawcett 2023), motivation (Ungless et al. 2025), etymology (Hughes et al. 2024), and theoretical considerations regarding the extent of the phenomenon (Aleksic 2025). Additionally, the dynamic nature of social media warrants continuous research into the phenomenon to capture its newer instantiations. Importantly, algospeak gradually also becomes a part of slang, exceeding its role as a mere taboo mediating tool. This dual role may further entrench already established terms while simultaneously promoting the development of new terms to avoid triggering the algorithm. At the same time, the existence of algospeak enables discourse on taboo subjects, thereby facilitating their potential detabooisation (Keith and Burrige 2006). The paper explores the frequency of algospeak by analysing 400 TikToks: (1) 100 tagged with the word “rape”+ 100 tagged with its algospeak counterpart “grape”; (2) 100 tagged with the word “porn”+ 100 tagged with its algospeak counterpart “corn”(see Moskal and Supernak 2026). The analysis examines both the audio and the transcript present in the TikToks to determine whether the use of various instances of algospeak is more common in spoken or written language (RQ1), on the premise that algospeak is more prevalent in written language. Additionally, we intend to compare the linguistic patterns in our sample with findings from previous studies (RQ2), potentially updating the existing classifications. By doing so, the authors hope to deepen the understanding of this phenomenon in contemporary internet English.

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## **L2 variation in the Expanding Circle: The emergence of Polish English**

This study examines English spoken in Poland through a World Englishes lens, investigating whether its recurrent phonetic and morphosyntactic features support the recognition of Polish English as an Expanding Circle variety. This research effort focuses on explaining the emergence of identified features, referring not only to L1 transfer mechanisms but also to overarching principles of cognitive and articulatory economy guiding L2 variation. As such, the study is rooted in sociolinguistics, language ecology, and psycholinguistics. The investigation is conducted on newly-generated data: 20h of recordings from fifty proficient L1-Polish speakers of English. The judgment sample was recruited outside academia to ensure geographical, vocational, and age variation. Speech data was collected through a Labovian sociolinguistic interview protocol, triangulated to elicit both controlled production and natural speech. The study employs numerous analytic modes, combining qualitative examination with quantitative methods such as spectrographic analysis and vowel formant measurements.

Findings reveal regular phonetic characteristics of Polish English, such as insertion of a velar plosive following word-final /ŋ/, final obstruent devoicing, compression of vowel space area, and fusion of th-stopping and th-fronting. On the morphosyntactic plane, identified recurrent tendencies include article underuse, word-order shifts, negative concord, and morphological tense overmarking. The findings suggest that Polish English exhibits feature stabilization consistent with emergent variety formation, as its characteristics are found to be systematic, consistent across speech styles, and unaffected by individual proficiency variation. This research carries implications for the study of English in Expanding Circle contexts, highlighting the explanatory value of descriptive approaches that examine recurrent usage patterns beyond prescriptive learner-deficit interpretations. It suggests that economy-driven processes may play a central role in the emergence and stabilization of localized Englishes. More broadly, the study contributes to discussions on the linguistic agency of non-native English users and questions of academic variety recognition.

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## **Verbal concord and collective nouns: Lexical patterns, complexity-based influence or sociolinguistic variation? Evidence from the BNC94 and the BNC14**

Contemporary research on variable agreement with collectives has added some nuance to traditional explanations of the phenomenon, usually grounded on an expected preference for singular verbs and pronouns when the noun is used with a unitary reference or for their plural alternatives when the members of the collective are highlighted (Quirk et al. 1985). Based on data from the British National Corpus (BNC94; BNC Consortium) and the British National Corpus 2014 (BNC14; Love et al. 2017; Brezina et al. 2021), this study reviews a list of different variables that may explain the verbal agreement trends of a number of collectives which show hybrid concord to varying degrees. Factors dealing with morpho-syntax, semantics, genre differences and sociolinguistics have been adapted from prior studies (Bailey 1987; Levin 2001; Depraetere 2003; Fernández-Pena 2020; Tieku 2020; Lakaw 2024) or newly formulated on the basis of relevant research for the study of complexity (Rohdenburg 1996) with a view to unravel possible individual differences across nouns. All relevant data have been processed with R (R Core Team 2024) to produce an estimate of the relative importance of the selected predictors and a model that may explain their influence in determining the form of the agreeing verb. The results are also contextualised in the light of different larger effects, such as cognitive complexity, verbal semantics, prescriptivist and stylistic influences, and sociolinguistic variation. Pilot tests with reduced samples have revealed a complex interplay of predictors from all categories and an unexpected increase of plural agreement in recent diachrony for several nouns.

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## **“I eat finish alr”: The emergence of completive postverbal finish in Colloquial Singapore English**

Colloquial Singapore English (CSE, locally often called “Singlish”) shows significant contact effects reflecting the city-state’s unique multilingual setting, and it has become a local identity marker for many, especially young Singaporeans. One of the most interesting sources representing the variety, the “Corpus of Singaporean English Messages” (CoSEM) consisting of 6.9 million words of WhatsApp messages (Gonzales et al. 2021), vividly documents its wide employment also in informal online discourse. Analyses of this corpus (e.g. Leimgruber et al. fc. 2026) highlight the ongoing emergence of innovative structural features in the variety.

This paper analyses one such novel feature, the postverbal completive marker finish, as in “I eat finish alr [already]” (CoSEM). After early, incidental mentions (Bao 2005:249; Leimgruber 2013:80), the only available broader documentation of this construction, based on 25 tokens produced by 10 children, originates from Buschfeld’s (2020) investigation of Singaporean children’s English. The present study presents a systematic structural analysis of completive finish in CoSEM, asking for its structural properties, usage constraints, and origin. The corpus contains 1553 tokens of the form “finish”, including a majority of standard uses of the English verb but also the remarkable number of 134 tokens of the CSE “V finish” construction, with the possible choice of verbs shown to be constrained semantically. In addition, there are several structural types intermediate between standard and CSE uses of finish leaning to one or the other end of a continuum (e.g. patterns with morphosyntactic reduction, auxiliaries, intervening objects, or nominal antecedents). Occurrences of the plain Singlish completive finish construction and of these intermediate types are richly exemplified and analyzed. These insights then allow me to posit specific intermediate stages of a trajectory of the emergence of the CSE construction, argued to correspond to the understanding of language variability as a complex dynamic system (Schneider 2025).

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## **Indian English: Connecting India with the world**

An assessment of the growth of English in India in the present day is necessitated by its everevolving nature in a context that encompasses complex social order and language policies (Singh, 2012; Sridhar, 2002). This study examines the status of ‘Indian English’ among 70 upper-middleclass Tamil-English bilinguals in Chennai, capital city of the southernmost Indian state of Tamil Nadu, using Schneider’s Dynamic Model of Evolution of New Englishes (2003; 2007). It reinterprets this model in the Indian context through a qualitative, social constructionist approach and focuses on unraveling the dynamics in linguistic behaviour, attitudes and ideologies of speakers to mark the status of English in relation to other counterparts in the given sociolinguistic landscape. It is observed that despite the uniformity of the unique linguistic features that define the ‘Indian English’ variety, the study shows that regional diversification is a natural process with strong interconnections with the speakers’ construction of sociocultural identities. This regional variation suggests the potential emergence of a distinct regional dialect, aligning with phase 5 (differentiation) in Schneider’s model. The current context of study reveals that the ongoing process of nativization of English in India, coupled with the tussle between conservative and progressive forces at the endonormative stabilization phase make it impractical to locate ‘Indian English’ into a fixed phase (Srivastava, 1979). Traces of features of phase 5, even with precursors of phases 3 and 4 signal a non-linear evolution, making it unrealistic to place ‘Indian English’ within a fixed phase, especially given India’s diverse linguistic landscape. These overlapping features imply that the trajectory of ‘Indian English’ is not unidirectional but shaped by ongoing contemporary sociolinguistic shifts. The increasing prominence of English suggests a role in the development of ‘Indian English’ within the broader national context. The autonomy of ‘Indian English’ appears promising, provided other sociolinguistic landscapes in India are conducive to the growth of English.

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## **Linking classroom practice and learners' informal English use: Teachers' perceptions and pedagogical responses**

Grounded in research on informal language learning, learner autonomy, and extramural English (Benson 2011; Sockett 2014; Sundqvist and Sylvén 2016), this study investigates how English language teachers perceive and pedagogically address students' engagement with English beyond formal schooling. As informal digital and leisure environments increasingly influence language development, the extent to which classroom instruction connects to these experiences remains uncertain. The study addresses two research questions: (1) To what extent are teachers aware of students' informal English use outside school? and (2) How do teachers incorporate or encourage such informal language experiences in classroom practice? Data were collected through a survey administered to experienced English teachers, most of whom report over twenty years of teaching experience and hold advanced qualifications. The questionnaire combined Likert-scale and practice-oriented items to examine teacher perceptions and instructional strategies related to out-of-school English exposure. Findings indicate strong teacher interest in learners' spare-time English use, with 85 % expressing such interest. However, only 47 % report familiarity with the specific forms of English students encounter outside school, and 66 % believe they understand how students actually use English beyond classroom contexts. In pedagogical practice, most respondents attempt to connect formal and informal learning: 87% integrate real-world English into lessons, 83 % allow students to use informally acquired English in class, and 72% both encourage English-related spare-time activities and invite students to bring personally relevant English materials into classroom work. The results suggest that although teachers demonstrate strong interest in linking in- and out-of-school learning, a gap persists between this interest and concrete awareness of learners' informal language experiences, highlighting opportunities for pedagogical development.

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## **Exploring advanced EFL learners' engagement with pragmatics through generative AI**

This study investigates how advanced (L1 Croatian) learners of English enrolled in a teacher education programme engage with pragmatics when interacting with generative artificial intelligence (AI). Recent research suggests that large language models can generate contextualized speech-act examples with varying levels of appropriateness and politeness, offering new opportunities for learners to analyse pragmatic variation while also requiring critical scrutiny due to inconsistencies in the output (Lee and Cook 2024). Fully benefiting from such material presupposes a degree of metapragmatic awareness, understood here as the ability to notice, interpret, and evaluate how language performs social actions within specific contexts (Culpeper et al. 2018). How advanced learners interpret and critique AI-generated pragmatic language, therefore, remains an important question for both language learning and professional development. The study addresses four research questions: (1) How do participants describe their experience of using generative AI to explore pragmatic features of English? (2) What features of AI-generated output do they perceive as authentic, appropriate, or pedagogically useful? (3) How do participants' collaborative discussions demonstrate metapragmatic reasoning when evaluating AI-generated language? (4) What opportunities and constraints do they identify regarding the use of AI for examining pragmatic meaning and supporting their developing professional identities? Approximately thirty students will participate in a classroom-based exploratory task. Working in small groups, they prompt ChatGPT to generate multiple versions of a selected speech act and then collaboratively evaluate the resulting examples. Data include audio-recorded group discussions, transcribed speech, brief written reflections, and AI-generated text. An inductive, reflexive thematic analysis supported by a codebook will ensure analytic transparency. The study aims to illuminate how AI-generated examples can function as a resource for exploring pragmatic variation, and how advanced EFL learners articulate and negotiate pragmatic norms when engaging with such material.

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## **ELF-informed pedagogy in Austria's new curriculum for English as a foreign language?**

Recent curriculum reforms in English as a foreign language education in Austria seem to draw on the CEFR Companion Volume (CEFR-CV), which claims to refine the CEFR's non-native speaker orientation through updated competence descriptors and an explicit emphasis on plurilingualism. This talk offers a critical analysis of the CEFR-CV from an English as a Lingua Franca perspective, focusing on the conceptualisation of language, competence and assessment underlying the document. Despite its progressive rhetoric, I argue that the CEFR-CV continues to be grounded in an understanding of languages as separate entities. From an ELF perspective, this stands in contrast to extensive empirical evidence demonstrating that speakers do not use languages as separate codes, but engage in languaging by drawing on their full linguistic repertoire beyond conventional linguistic boundaries. The analysis is complemented by illustrative examples from my practice as an English teacher, which point to the repertoire-based nature of learners' languaging. While the national curriculum informed by the CEFR-CV will only be published shortly before the conference, the paper includes preliminary analytical observations and a comparison between the curriculum draft and the CEFR-CV, discussed in relation to findings from ELF research. A particular focus is placed on formative assessment and its role in an ELF-informed pedagogy. I argue that pedagogical approaches aligned with ELF necessarily foreground the assessment of learning processes rather than the measurement of predefined linguistic products. From this perspective, current competence-based frameworks risk constraining formative assessment practices by privileging norm-referenced outcomes over learners' capability to language. The talk concludes by outlining implications for curriculum design and assessment practices that more adequately reflect the realities of English use.

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## **English as a lingua franca pedagogy: Focusing on how learners language**

In educational debates about English as a foreign language, questions of which kind of English learners are taught, assessed or use continue to dominate research and policy discussions. Drawing on insights from English as a Lingua Franca (ELF) research and formative assessment theory, this paper argues for a reframing: rather than focusing on which kind of English learners are taught or assessed, language education should foreground how learners make communicative use of English and other linguistic resources in diverse environments (Seidlhofer, 2011). ELF research has consistently shown that speakers do not deploy discrete, bounded languages in isolation but engage in dynamic languaging practices that reflect communicative needs and learner agency. From this perspective, the traditional focus on target varieties obscures how learners expand and integrate their repertoires in real communicative exchange. This contribution investigates implications of this shift for pedagogy and assessment, suggesting that formative assessment with its emphasis on the ongoing learning process is better aligned with an ELF-informed pedagogy than norm-referenced evaluation of static linguistic products. I discuss how formative approaches can foreground learners' strategic development, metalinguistic reflection and adaptive use of diverse resources, highlighting assessment practices that capture process based growth rather than conformity to norms. By moving the discussion from what English is towards how English and other resources are used to communicate, this contribution aims to describe learners' communicative realities and capabilities (Widdowson, 2003).

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## **Between grammar and gender: Bilingual judgements of inclusive language**

Language inclusive of non-binary gender identities has become one of the most widely discussed areas of contemporary grammar among linguists and the public alike (Pfalzgraf, 2026). Yet little is known how such forms are processed and evaluated among multilingual speakers who navigate different grammatical gender systems. This paper presents findings from an online survey examining how Dutch-English and Spanish-English bilinguals evaluate gender-inclusive forms across their languages. Linguistic encoding of gender differs across the three languages: while English is a natural-gender language, Dutch and Spanish are both typically categorized as grammatically gendered (Stahlberg et al., 2007), although they differ highly in how gender is encoded. Dutch has historically moved toward increased gender neutrality, whereas Spanish remains strongly gender-marked. Both languages have recently seen grassroots innovations of novel non-binary forms (Román Irizarry et al., 2025; Van Hoof & Decock, 2026). Participants completed a survey rating the grammatical acceptability of sentences containing gendered, gender-inclusive, and neopronoun forms in English alongside parallel constructions in Spanish or Dutch. This task was embedded in a broader sociolinguistic profile including language history, proficiency, identity alignment, and experiences with and attitudes toward non-binary and trans individuals. This design allows us to test how structural properties of each language interact with speakers' bilingual experience and social attitudes, capturing both cognitive and ideological dimensions of inclusive-language adoption. For many multilinguals, English appears to provide a low-risk space for adopting and normalizing non-binary pronouns, which may in turn shape expectations and evaluative norms in their other languages. These findings contribute to ongoing debates about how multilingualism shapes grammatical change and how gender-inclusive language is negotiated across unequal linguistic systems.

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## **Reading between the out of line: A script-based analysis of politically incorrect jokes**

The golden mean of humor is considered to lie at the intersection between a socially accepted norm and its violator. According to McGraw and Warren (2010), humorous sensations arise when violations are perceived as benign, breaching normative expectations without threatening our sense of safety. Research by Kant and Norman (2019) introduces social distance between the joke-teller and the joke-listener as a determinant of whether a violation qualifies as benign: too close, and the stimulus breeds discomfort; too far, and it no longer registers as transgressive. Building on this framework, the present study attempts to operationalize the concepts of benign violation and social distance, proposing that politically incorrect jokes represent measurable, structured semantic scripts in which violations are encoded lexically, conceptually, or both. Specifically, the paper examines how script configurations that include politically incorrect expressions or referents may enhance perceptions of funniness. To test this hypothesis, participants rated the funniness, offensiveness, political correctness, and emotional impact of 16 joke variations. These jokes included either one politically incorrect expression (PICE), one politically incorrect referent (PICR), neither (PC), or both (PIC). The discussion examines whether PICE and PICR constructions mark the golden mean of humor perception by striking the optimal distance between scripts that are overly saturated with or unduly sanitized of PIC elements.

## Insubordination fragments: On the further development of insubordinate clauses

While the diachronic emergence of insubordinate clauses (i.e. formally subordinate clauses that function like independent clauses) has received considerable attention (e.g. Evans 2007), this study investigates not the “whence” but the “whither”. More specifically, it explores how insubordinate clauses may develop reduced versions of themselves, which are termed ‘insubordination fragments’. Based on data from the Corpus of Contemporary American English (COCA) and the Corpus of Historical American English (COHA), the paper identifies different fragment types in Present-day English, discusses their functions, and traces their origin and development.

Insubordination fragments are identified as taking three possible forms: (i) subordinator omission, as in (1); (ii) subordinator (+ modifier) only fragments, as in (2); (iii) subordinator plus elliptical clause, as in (3).

- (1) Well, come to think of it, the North Koreans probably don’t even have traffic bulletins. (COCA:SPOK:2014)
- (2) Remember no drama Obama? If only. Now it’s all drama Obama. (COCA:2013:SPOK)
- (3) And, as far as Katrinas critique, we don’t have time to go through everything she said (COCA:2004:SPOK)

Fragmented forms as these are shown to be recent innovations which have increased in frequency in recent decades. For instance, as far as + NP is first attested in COHA in 1887, increasing significantly in frequency from the end of the 20th century to the extent of outnumbering other uses (viz. distance or degree, e.g. We went as far as London) in the 21st century: COCA Spoken even shows a consistent proportion of close to 100% (4.7 instances pmw).

Insubordination fragments are argued to result from a process of “late grammaticalization”, which sets in after cooptation of the insubordinate clause (e.g. Heine et al. 2021), leading to increased functional specialization (Hopper 1991) with concomitant fixation of form and subsequent reduction in structure (cf. Heine and Kuteva’s 2007 “morphological erosion”).

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## Considering the 1990 attempted coup as Event X in the development of Trinbagonian English

In 1990, Yasin Abu Bakr appeared on Trinidad and Tobago television, announcing that he and his organisation, the Jamaat-al-Muslimeen, had overthrown the government Bakr’s attempt “would reverberate for decades” with “psychological ramifications on the nation’s self-understanding and institutional intelligence” (Ramcharitar 2021:199). In Schneider’s Dynamic Model of postcolonial English, Event X is seen as an occurrence which leads to a radical reconstruction of locally based identity, especially for the settler strand (Schneider 2007: 49). Event X marks the beginning of the fourth phase of the model endonormative stabilization and is dramatic in its social and political reach: Schneider (2007) identifies South Africa’s rainbow revolution and the election of Nelson Mandela in South Africa as that nation’s Event X, for example.

This paper proposes treating the 1990 attempted coup as Event X in the development of English in Trinidad and Tobago, examining whether and how locally based identities are renegotiated in the period immediately following the attempted coup.

Using the data from the sung section of the Historical Corpus of English in Trinidad, I conduct a corpus assisted discourse analysis of calypsos written and performed by Trinbagonians of different ethnicities between 1985 and 1995. As the vox populi, calypso offers a unique insight into language and identity before and after the attempted coup. I examine whether and how major concerns addressed in the compositions change during that decade, focussing on identity claims and performances of identity in the lyrics, lexical choices, and pronunciation patterns of each song and singer. I pay particular attention to the identity claims made in the lyrics of songs by White Trinbagonian performers and explore the ways in which their language use promotes the idea of a unified Trinidad and Tobago, joined by an endonormative variety of English.

## **Negotiating language ideologies and identities: Bilingual Saudi women in co-constructed interview interaction**

Research on language ideologies has traditionally viewed them as internalized, stable beliefs. However, recent sociolinguistic work repositions language attitudes as interactional accomplishments, dynamically co-constructed within multilingual and intercultural encounters (Woolard 1998). In the Arabic context, most studies have relied on reported beliefs rather than interactional data, overlooking how speakers negotiate and perform attitudes in real time. As Albirini (2016) emphasizes, language prestige and attitudes toward Arabic varieties and English are deeply shaped by contextual and speaker-related factors, yet are often treated as fixed or homogeneous. Addressing this gap, this qualitative study, grounded in a constructivist paradigm and informed by conversation analysis, investigates how bilingual Saudi women educators and the researcher co-construct language attitudes and identities through their multilingual repertoires in interview interaction. It contributes to sociolinguistic and ELF research by reframing bilingualism and language ideology as fluid, interactionally achieved, and context-bound practices. The guiding research question asks: How do bilingual Saudi women educators collaboratively negotiate language ideologies and identities through talk? Data were drawn from semi-structured interviews with ten participants, analyzed through thematic discourse analysis (Braun and Clarke 2006) and light conversation analysis (Schegloff 2007). The analytical framework treats interviews as co-constructed interactional events where interviewer and participant jointly produce meaning (Miller 2011; Holstein and Gubrium 2004). Findings reveal three interrelated dimensions: (1) bilingualism as ideological negotiation, (2) code-switching as the strategic use of multilingual repertoires, and (3) identity as fluid and emergent in transcultural discourse. Participants and the researcher collaboratively positioned language as an ideological resource rather than a neutral medium, transforming the interview into a site of negotiation, resistance, and identity performance. While limited in scope, this study highlights new directions for discourse-based ELF and sociolinguistic research and for examining identity, ideology, and agency in multilingual academic mobility.

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## **Eco-pedagogy and English language teaching: Challenges and opportunities for teacher autonomy**

By incorporating critical pedagogy, opposing neoliberal and imperialist ideas, and encouraging “biophilia,” Freire’s concept of eco-pedagogy highlights the necessity of global environmental consciousness. Eco-pedagogy can be incorporated into any educational setting, including English as a Foreign Language (EFL) classes, and is based on interdisciplinary techniques. EFL classrooms offer a viable environment to apply eco-pedagogical concepts and promote socially and culturally engaged language acquisition, despite being critiqued for being unduly standardized and lacking in social or creative elements. The possibility of eco-pedagogy in EFL situations is examined in this research, with an emphasis on teacher autonomy and linguistic practices. The following research questions serve as the study’s compass:

1. 1. How can EFL instructors foster critical environmental consciousness in their classrooms by implementing eco-pedagogical principles?
  1. (a) What opportunities and obstacles exist for teacher autonomy when incorporating ecopedagogy into standardized curricula?
  - (b) How might tactics for incorporating eco-pedagogical practices be informed by discourse analysis of EFL materials?

The study looks at linguistic elements including agency, modality, and metaphor in existing curricula at B2 levels of English Preparatory Schools in Türkiye covering environmental subjects using Critical Discourse Analysis (CDA) by Fairclough’s textual analysis. According to preliminary investigation, environmental issues are frequently presented as issues of personal accountability rather than systemic change, which highlights difficulties in implementing eco-pedagogy. In order to find methods that help instructors successfully incorporate eco-pedagogical concepts, the study also examines the literature on teacher autonomy and professional development. The research adds to current conversations on socially responsible pedagogy by relating eco-pedagogy to English language instruction and classroom discourse. It provides suggestions for teacher professional development and curriculum design that promote ecological consciousness, critical thinking, and socially conscious EFL training.

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## Pedagogies of academic writing in English as a non-foreign language at a trilingual university

This presentation documents and investigates a project carried out at the Centre for Academic Writing at the trilingual (English, German, Italian) Free University of Bozen-Bolzano in northern Italy with the aim of constructing guidelines in English for writing a research proposal (in German: 'Exposé) that consider the necessity for alignment with the academic writing cultures of the two other official university languages. At the Free University of Bozen-Bolzano, English plays a role in the different faculties as a tool that facilitates communication between academic staff as well as being one of the official languages and medium of instruction. It has the status of L3 locally, after the other official L2 of the province. Due to the large number of international students that the university attracts and recent migration trends, English may be an L2 or even L1. These factors lead to the English as a Foreign Language description not being entirely applicable. This specific phenomenon gives rise to the following research question: When English is no longer a Foreign Language but enters at a localised and institutional level of a trilingual university, how can English-language academic writing pedagogies align with those of the other two university languages? Preliminary analysis of semi-structured interviews and surveys has highlighted the usefulness of English in spoken and written academic discourse, yet English is not always seen as culturally neutral and adequate for certain domains, resulting in some reluctance to operate within Anglo-American discourse norms, particularly at the Faculty of Education. Analysis of additional data collected will examine these reservations and propose possible solutions aimed at adapting the current English-language guidelines and related pedagogies to limit domain loss and reflect the multilingual background of the university, while acting as a model for future academic writing guidelines also at an interdisciplinary level.

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## English as an auxiliary lingua franca in Finnish health care

The health care sector in Finland is at present actively recruiting culturally and linguistically diverse (CALD) nurses from outside the EU and offering English language degree programs. Finnish language learning is an important target in CALD nurses' professional training and integration. Numerous studies (e.g. Calenda et al. 2019, Ropponen et al. 2023) and surveys (e.g. SuPer 2025) nevertheless indicate that early career CALD nurses frequently struggle with Finnish; hence lingua franca English is needed too. Very little is however known about the functions of ELF in nursing units or about how the nurses describe English in their workplace interaction.

This study focuses on ELF use and multilingual practices in health care utilizing ethnographic data collected in a cross-disciplinary research project that combines nursing science and humanities: shadowing notes (McDonald and Simpson 2014), based on 40 hrs of shadowing, and walking interviews (Bilsland and Siebert 2024) with 6 Finnish and 10 CALD nurses (9.5 hrs) in six nursing homes and hospital wards. The data are analysed using thematic content analysis.

The study aims to answer the following research questions:

- 1) What kinds of roles does English have in Finnish health care settings involving CALD nurses?
- 2) How do Finnish and CALD nurses view the use of English?

Preliminary results indicate that Finnish is the CALD nurses' working language when interacting with the patients and residents. English is nevertheless used among the staff for clarification, language learning, guidance and supervision, and it is important for humour and community building. Nurses' and supervisors' attitudes towards the use of English vary a great deal depending on the language policy of the unit and the Finnish nurses' confidence to speak it. The results suggest that for the bidirectionality of workplace integration to succeed, openness towards multilingual practices is in a key role.

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## **Conversational code switching in Albanian bilingual students**

This paper aims to investigate contact-induced phenomena like code-switching by studying the naturalistic language use of Albanian students who are highly exposed to English. Data was gathered by field notes and tape recording in informal educational settings including playgrounds and recess. After being transcribed, the conversations were thoroughly examined. We primarily used Auer's Conversation Analysis to determine the local meaning of code switching in this study due to the peculiarities of the bilingual setting, where the participants reside in a society that is primarily monocultural and monolingual and where the majority of population speaks Albanian. More precisely, since there is no long-established societal English-Albanian bilingualism, an effort has been made to examine the actual meaning of code switching both within and between turns in order to determine what discourse functions code switching exhibits and when participants employ it. The findings reveal how code switching serves as a source in managing social and interactional relations. It is used as a tool for managing turn-taking, ensuring mutual understanding, thus code switching is either discourse- or participant-related. Peter Auer's approach to code switching, through the lens of Conversation Analysis, views the phenomenon as intricately tied to social interaction and the organization of talk. It emphasizes that code switching is an intentional, context-sensitive activity used by speakers to accomplish various communicative and social functions within a conversation.

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## **English in Russia after 2022: A turn from global tool to political instrument**

The year 2022 is considered a turning point in language policy in Russia, marked by significant change in the official narrative. Whereas previously English was represented as a tool for access to the global communicative space, now it is framed as a symbol of Western influence. This paper examines the current trends related to the role of English in Russia up to 2026, focusing on the theoretical frameworks of World Englishes (Bolton and Kachru 2006), English as a Lingua Franca, and critical language policy research (Proshina 2006). The study addresses the following questions: (1) How is English reframed in Russian official language policy after 2022? (2) How do actual language practices relate to the official narrative? The study is based primarily on qualitative analysis of official statements, language policy documents, and survey data on language attitudes. Despite the fact that the official language policy of Russia downplays the relevance of English in everyday life and seeks to reduce its institutional presence (particularly in school education), survey data demonstrates that interest in English remains high. This creates a gap between what the state-driven official narrative dictates and actual language practice. To show how the geopolitical divide is transforming the symbolic meanings attributed to English, Russia is placed in a comparative context with other Expanding-circle countries. This analysis highlights that, despite the negative framing of the English language, it remains important in the spheres of education and international mobility. This paper provides a theoretical reflection and proposes a set of theoretical tools for studying attitudes towards English in Russia after 2022. These conclusions contribute to the contemporary debate on ELF and the concept of WE, demonstrating that language attitudes are formed differently at the intersection of language policy and global communication.

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## **Multilingual repertoires in diasporic settings: constructing, maintaining, and transmitting the Cameroonian identity through language**

The paper examines how first-generation Cameroonian immigrants construct, maintain, and transmit cultural and linguistic identity through everyday linguistic practices in the German, French, and British diasporas. The analysis draws on approximately 22 hours of sociolinguistic interviews conducted across the three countries, orthographically transcribed and annotated in ELAN.

Grounded in work on racial and language ideologies (Guillaumin 1995; Gal & Irvine 2019) and conceptualizing the subject as a discursive and ideological construct (Lacan 1975; Althusser 1976; Heath 1981), the study investigates how speakers negotiate identity under conditions of linguistic discrimination. The findings show that Cameroonian immigrants deploy a range of linguistic strategies, including whitisage (i.e., speak like a white person), as well as lexical and prosodic variation, to facilitate sociolinguistic integration, while simultaneously reclaiming Cameroonian identity through language maintenance and heritage transmission.

The paper argues that these competing linguistic orientations generate complex identity dynamics, leading to the emergence of racialized labels and metalinguistic lexical innovations, some shared with other postcolonial diasporic contexts (Heyd 2015; Telep 2017; Fonkeu 2019; Ajagbe 2023) and others specific to the Cameroonian diaspora.

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## **Evidential strategies as common ground reinforcement in conversation**

The talk deals with the notion of evidentiality understood in its broader sense (Trbojević Milošević 2021) and, observes it through the optics of the socio-cognitive approach in pragmatics (Kecskes and Zhang 2009). Namely, evidentiality is taken to be a subdomain of epistemicity (Boye 2012) realized in a number of languages through linguistic markers whose meanings include direct and indirect justification for the proposition, that indicate the speaker's type of evidence for her claim and/or degree of its reliability, probability or certainty and also feature functions such as signaling distribution and ownership of knowledge. Therefore, such view of evidentiality allows for going beyond the rather narrow understanding (i.e. as the grammatical category that indicates the source of information that constitutes the propositional content) and leads to introducing the notion of 'evidential strategies' even by the most fervent advocates of 'evidentiality as grammatical category' (such as Aikhenvald 2014). Focusing on the epistemic multifunctionality of evidential markers, in this talk I propose to look at them as means of reinforcing the co-construction of common ground in conversation, starting from Hintz & Hintz' (2014) observation that mutual knowledge should be regarded as an evidential category that "principally refers to knowledge which is jointly constructed through linguistic interaction and shared perceptual experience". Also, regarding coconstruction of common ground as interplay between factors such as cooperation and egocentrism on the one hand and intention and attention on the other (Kecskes and Zhang, 2009), I shall particularly dwell on the attention-oriented features of evidential strategies. The talk will be illustrated by the examples

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## Incidental learning and English as the ‘natural’ language of digital culture

This paper examines the evolving role of English for a specific group of learners in Germany, who perceive it as more than a “foreign” language. Using qualitative data from semi-structured interviews with students in year 9, year 12, and university, it explores attitudes and use of English in digital and popular cultures. The data, derived from three distinct research projects, highlight the importance of English in everyday life beyond formal education. Grounded in ethnographic (Nunan 1992: 55) and cross-sectional research (Dörnyei 2007: 78), the paper investigates the normalization of English in daily life, particularly in informal digital contexts (Lee 2022). Key research questions include:

1. How do learners across age groups integrate English into their multilingual identities and view it as a natural language?
2. What role do informal learning pathways, such as pop culture and social media, play in shaping proficiency and attitudes?

Thematic analysis (Terry/Hayfield 2021) of learner utterances reveals patterns in language use, identity construction, and learning experiences. Preliminary findings suggest that learners increasingly see English as part of their multilingual identities (Hashmi 2025), driven by informal exposure through digital media. Many participants reported routine use of English in digital contexts and engagement with English pop culture. These findings challenge educational frameworks, emphasizing the need to incorporate informal learning pathways and digital media into formal language education. The paper provides empirical evidence to address the conference’s call by specifying the thresholds distinguishing “not-foreign” English contexts and the pathways driving these shifts. By integrating learner perspectives with critical analysis, this paper offers actionable insights for educators, policymakers, and researchers. It underscores the importance of aligning language education with the evolving sociolinguistic realities of multilingualism and digital media, ensuring curricula and policies meet learners’ changing needs and experiences.

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## More compelling, the closer you look: Corpus and experimental data on English ‘reversed’ comparative correlatives

The English comparative correlative (CC) comprises two sub-clauses C1 and C2 (1):

(1) [The more I read,]C1 [the more I know.]C2 Apart from the “canonical” (Hoffmann 2018, 192) C1C2 order (1), they can be “reversed” (McCawley 1988, 176), i.e., C2 precedes C1 (2):

(2) [I know more,]C2 [the more I read.]C1

Corpus studies revealed C1C2:C2C1 ratios ranging from 15:1 (Hoffmann et al. 2020) to 37:1 (Hoffmann 2019). This preference has been explained with the Principle of Iconicity (Bybee 2012, 529), i.e., the “(partial) motivation of a construction’s form by its meaning” (Hoffmann 2019, 12): C1C2 is preferred because it “mirrors the semantic [cause-effect] interpretation” of the CC (Hoffmann 2018, 186). However, these studies rely on small corpora (e.g. ICE, BROWN) or limit themselves to one variety (British English). Moreover, the CC is infrequent; Hoffmann et al. e.g. indicate a per-million-word ratio of 30 to 40 (2019, 32), with implications in light of the positive data problem (“just because a phenomenon cannot be found in a corpus, it cannot be concluded that it is ungrammatical” (Hoffmann 2011, 1)). To address these gaps in research, we used a corroborative approach (Hoffmann 2006, 2011; cf. also Horsch 2023), corroborating a corpus study (2,101 tokens from the English Web 2015 corpus) with acceptability judgments collected using Magnitude Estimation (Hoffmann 2013) from 39 L1 speakers. The method allows participants to generate their own scales; their judgments were normalized using z-scores. Grammatical and ungrammatical fillers serve as ‘yardsticks’ against which test items are compared. We tested the variable ORDER (levels: C1C2, C2C1).

Our results confirm a preference for C1C2 over C2C1, with a ratio of 38.9:1 in the corpus data (Table 1) and C1C2 receiving a better z-score rating (0.74) than C2C1 (0.55), although mixed-effects modelling could not confirm that this effect is significant ( $p=0.07$  n.s.).

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## Pragmatic markers and indigenization in Outer Circle Englishes

“Structural nativization” in Schneider’s (2007) Dynamic Model involves the emergence of distinctive local features that often develop as a result of a merger between “settler strands” and “indigenous strands”. A question that has remained largely unanswered within the World Englishes paradigm is which non-European ethnolinguistic groups in a given Outer Circle ecology impact emergent local Englishes the most. Referring to Namibian English (NamE) and Singapore English (SgE) pragmatic markers, we seek to answer this question by testing predictions based on Ethnolinguistic Vitality Theory (“EVT”; Yagmur & Ehala 2011). One prediction is that ethnolinguistic groups with demographic dominance form linguistic targets for others and may, as a result, transmit their linguistic attributes to them via their English varieties, including pragmatic markers from their heritage language (Scenario 1). Another EVT-based scenario is that ethnolinguistic groups with histories of socio-historical dominance form the linguistic targets irrespective of their demographics (Scenario 2). Our data suggest that Scenario 2 prevails in both Namibia and Singapore, with ethnolinguistic minorities historically close to colonial authorities contributing pragmatic markers to local Englishes. Additionally, the Singapore data show that the gradual ethnolinguistic recomposition of high-status groups (originally Peranakan, later increasingly inclusive of Hokkien and Cantonese speakers) is reflected in the introduction of new pragmatic markers over time, although these are not systematically adopted by non-Chinese populations (unless their heritage languages contain equivalents). In contrast, post-independence power relations in urban Namibia are not yet reflected in NamE, where pragmatic markers from Oshiwambo, the language of the now politically (and demographically) dominant ethnolinguistic group, remain confined to intra-ethnic registers. We finally argue for a more inclusive and dynamic view of structural nativization that pays as much attention to indigenous “founders” of Englishes as to “settler strands” and shifting diachronic intergroup relations within the “indigenous strand”.

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## Trauma dumping about narcissistic mothers: An exploratory study of concept creep in subreddit discussions

The internet facilitates rapid information exchange and supports online communities that develop in-group vocabularies (Fang et al. 2018; Eisenstein et al. 2014). A recent instance is “therapyspeak” and “psychiatrization”: the diffusion of psychological and psychiatric terminology into everyday online interaction. Increased mental-health awareness has contributed to the spread of clinical terms beyond expert settings (Haslam, Tse and De Deyne 2021). In such contexts, terminology may undergo “concept creep,” defined as the expansion of harm-related concepts to include milder instances or application in domains beyond the original scope (Haslam 2016). Concept creep has been examined mainly in psychology and sociology, while its linguistic aspect, particularly the pragmatic perspective on online discourse, remains underexplored.

This study examines the use of selected clinical terms (e.g., hyperfixation, trauma, intrusive thoughts) on Reddit, one of the most visited websites in the U.S. (Mahler 2020). The study builds on Haslam’s (2016) case-based account and extends his work on concept creep in academic discourse (Haslam et al. 2020) by focusing on everyday uses in online communication. A pragmatic, corpus-based analysis is conducted on three corpora compiled from subreddit posts and comments posted between 2020-2025. The corpora represent three emotionally salient domains: relationships (e.g., r/relationship\_advice), venting (e.g., r/TrueOffMyChest), and family/parenting conflicts (e.g., r/EntitledParents).

The study addresses three research questions: (1) How are clinical terms used pragmatically on Reddit? (2) How does such usage modify the original meaning of the terms? (3) Which of the three groups uses such terminology most frequently? The study examines the pragmatic context, followed by a comparison with ICD-11 and DSM-5 definitions as reference points for prototypical meanings. Expected results point to the occurrence of semantic broadening in the examined terminology, thus contributing a linguistic account of psychiatrization and concept creep in online discourse to the notion discussed primarily from psychological and sociological perspectives.

## The pronunciation of English material embedded into Polish: A mini-corpus study

Typically, borrowings are claimed to adapt to the recipient phonology. Deviations from this pattern require explanation. For example, embedding English *medical* in a Polish string produces /'mɛdikal/, a hybrid form where the <c> follows donor grapheme-to-phoneme (G2P) rules, but the English /ɪ/ and /ə/ don't map phonologically onto /ɛ/ or /i/ but onto /i/ and /a/; here, recipient G2P rules explain the mismatch.

We investigated patterns of this type in 100 Polish-language video ads on YouTube. This minicorpus was opportunistic in that the only selection criterion was the presence of English material ranging from established borrowings to “Lone Other-Language Items”(LOLIs; Poplack et al. 1988). As many as 63 of the ads contained pronunciations impossible to ascribe to purely phonological mappings, e.g. (a) adaptations of lexical stress (*select* /'sɛlɛkt/); (b) applications of recipient G2P rules for donor material uninterpretable in recipient phonology (*protection* /prɔ'tɛkʃɪn/); (c) applications of recipient G2P rules despite the availability of good recipient-phonology candidates (*fit/fit*); and (importantly) (d) patterns unassignable to either donor or recipient phonology/G2P, e.g. *Braun* /brɔwn/.

We will argue that patterns not explainable in purely comparative phonological/G2P terms are manifestations of innovation in Polish English. We will also claim that their presence in professionally published audio-video material, often made by leading advertising agencies for major clients, points to high sociolinguistic acceptability. Jointly, these three aspects may suggest a growing endonormativity of Polish English (to the extent that borrowings and LOLIs are part of it), since (1) the appearance of purely local forms, (2) their increased sociolinguistic acceptability and (3) presence in the media are often taken as indicators of endonormativity for Outer Circle Englishes (e.g. Schneider 2007), and can be likewise applied to the Expanding Circle. We will discuss the implications for the role of English as “foreign” in comparative research and teaching.

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## Revisiting “result to” as a feature of Philippine English

Philippine English (PhilE) has long attracted scholarly attention as one of the few varieties of English tracing its immediate roots to American English (Borlongan 2023, 3). As a “legitimate nativized variety” (Dayag 2012, 91), there have been efforts to describe and define the grammar of PhilE through its features. One construction often cited as a prevalent example of a PhilE grammatical feature is the use of the verb *result to* as opposed to *result in* (Bautista 2000; Dayag 2012; Dita et al. 2023; Dita 2025), noted early on by Bautista (2000) as being idiosyncratic. However, it appears that both the *result to* and *result in* forms co-exist in free variation; there is a paucity of research that compares the occurrence and use of the two constructions in the same dataset. For this reason, the primary objective of the study forming part of my doctoral research is to examine the PhilE *result to* construction in greater detail to determine whether there is any systematicity in the choice of one form over the other. Using a self-compiled newspaper corpus of two major Philippine English-language dailies published between 2022 and 2024, I analyse the frequency, distribution and patterns of use of the two forms through statistical and multifactorial means. Preliminary findings show that while *result to* does occur in PhilE, *result in* clearly remains the norm in newspaper discourse; it may also be that idiosyncrasies do determine the choice of the form. I intend to further supplement this research with acceptability judgements from users of PhilE to provide a more comprehensive and critical perspective of the purported feature and its nuances.

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## How to choose between ‘to’ and ‘-ing’ : a meta-operational approach.

Verbs such as begin, continue, forget, like, love, start, try, want etc. can be followed either by to or -ing. Ex :

- Kerouac is best read aloud. That way you can get into the rhyme of his writing much better. Towards the end of his life, he began to have doubts spontaneous prose. (Interview with Ann Charters, Newsweek, June 26, 1995)
- ‘Still,’ she said, ‘I can’t think why you love me.’ He was afraid that if she began doubting his love she would end by doubting her own. (Alan Sillitoe, The Open Door)

What differentiates to verb from verbing is the status attributed to the verb (or verb phrase) by either to or -ing. Status - assertive or non assertive - is a key element in meta-operational grammar, a theoretical framework developed by French linguist Henri Adamczewski. In this framework grammatical items signal how utterances are structured, with no relations whatsoever with extralinguistic realities. What opposes to to -ing is similar to what differentiates a from the, this from that, some from any, nearly from almost etc. To be able to say : « Try knocking next time ! » to someone who barged in unannounced knock must already be available , already thought of –given a non assertive status- whereas in : « He tried to knock but his hand was too numb from the blow. » knock is given an assertive status. My presentation will shed a new light on not only the roles played by to and ing but also on other oppositions in the grammar of English.

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## The place of Indigenous Englishes in the “Three Circles” model

Kachru’s (1985) model of World Englishes places Canada firmly in the Inner Circle; however, as noted by Levey (2021, 112), amongst others, the idea of Canadian English’s “relative uniformity over a vast geographical expanse” is a trope, albeit one reinforced by some of the sociolinguistic research on English in the country (e.g., Labov et al. 2006, Denis and D’Arcy 2019). This notion of national linguistic homogeneity is largely the result of methodological choices related to research instruments, variables, and field sites (Walker 2015, Levey 2021). This paper offers a counterpoint by focusing not on General Canadian English but instead on the Englishes spoken in Indigenous communities, which are often loci of language shift. These varieties are frequently new dialects in the process developing norms, not learned as a mother tongue, and thus are more aligned with the criteria used to describe Outer Circle Englishes.

Because of their ambiguous status, the varieties spoken by Indigenous peoples are typically excluded from models of World Englishes, though Schneider (2007) does place select Indigenous Englishes into his dynamic model (e.g., Phase 1 for Native American English (USA), Phase 3 for Aboriginal English (Australia)). Using data collected in the Inuit community of Nain, Nunatsiavut (Labrador), as a case study, this paper will discuss how this relatively new dialect of English in a canonically Inner Circle country exhibits tendencies more similar to those found in the Outer Circle, thus highlighting the challenges of applying these labels to the varieties of English spoken by Indigenous peoples, particularly those located in sites of settler colonialism.

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## **Classroom, assembly, marae: Children and the social meaning of Māori loanwords in New Zealand English**

Language contact between Māori and English in Aotearoa New Zealand (A/NZ) has resulted in the development of a central feature of New Zealand English (NZE): the presence of loanwords from the Indigenous language, Māori (Hay et al. 2008). As salient features of NZE, Māori loanwords carry social meaning which speakers can evaluate (Authors 2019; Authors 2023). However, a remaining gap here is precisely what this social meaning might be or when it may be acquired. To this end, we draw on the field of developmental sociolinguistics to consider ‘when young children begin to perceive and assign a social value’ to this feature (Barbu et al. 2013, 4), investigating the following questions:

- 1) What social meaning(s) do children ascribe to the use of Māori loanwords in NZE (or lack thereof) and how do they evaluate this use?
- 2) Are there any characteristics of loanwords or participants (e.g. age) that may account for observed differences?

Data for this study were collected from 32 children aged 8-12 at two different English-medium Waikato primary schools during 2025. Building on Schuring (2024) and St. Pierre (2024), we utilized a novel approach to data collection pairing creative methodologies with semi-structured interviews. Preliminary findings suggest that children of all ages evaluate Māori words as being used firstly within the domain of the school, followed by that of Māori culture. Speakers identified as using these words are frequently noted as having Māori ethnicity and/or being older (e.g. teachers, older family members). These results suggest Māori (loan)words carry social meaning associated with ethnicity, education, and A/NZ identity. Further, A/NZ children do seem to ascribe social meaning to the use of Māori loanwords, and already do so by age 8.

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## **Navigating EMI: Tracing L2 motivational change among university EFL freshmen in the first semester**

Based on Dörnyei’s L2 Motivational Self System (L2MSS), this study examines the dynamic development of university freshmen’s L2 motivation as they transition from an EFL environment to an English-medium instruction (EMI) context during their first semester. Adopting a longitudinal qualitative design, the study focuses on the interplay among four motivational constructs: the Ideal L2 Self, Ought-to L2 Self, Current L2 Self, and L2 Learning Experience. Data were triangulated from monthly motivational questionnaires and three semi-structured interviews conducted at the beginning, middle, and end of the semester to trace individual motivational trajectories over time. Cross-case analysis reveals both shared patterns and marked individual divergence. Across cases, participants’ Ideal L2 Selves, closely tied to envisioned future international careers and cross-cultural collaboration, remained relatively stable and functioned as long-term motivational anchors rather than sensitive indicators of short-term change. In contrast, Current L2 Self and L2 Learning Experience exhibited substantial fluctuation over the semester and emerged as the primary drivers of motivational change. Comparatively, ought-to L2 Self was closely tied to assessment pressure and perceived academic risk, but its motivational salience weakened over time when EMI experiences became more predictable. Overall, the findings highlight the central mediating role of EMI learning experience in shaping the dynamic alignment or divergence among L2 motivational selves. This study highlights the dynamic, non-linear nature of L2 motivation in EMI contexts and underscores the need for longitudinal, person-centered approaches to understanding first-year EMI students’ motivational adjustment.

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## English as a catalyst of change? Queer inclusivity and the global circulation of linguistic models

The growing visibility of gender-inclusive forms in contemporary English –most notably singular they –has positioned it as a powerful reference point in contemporary debates on linguistic inclusivity. Through media, academia, activism, and digital communication, English-based practices increasingly circulate across diverse communities and are often invoked as models for reform. Yet this apparent catalytic role raises important questions about the cultural and political implications of such dynamics. If English is seen as “the” language of progressive gender politics, what kinds of inclusivity travel globally –and which forms of gender and sexual diversity remain overlooked?

This introductory talk approaches English-mediated gender inclusivity through the combined lenses of queer linguistics, Global English studies, and postcolonial language critique. I suggest that the global circulation of English inclusive practices functions not only as a resource for linguistic innovation but also as a filtering mechanism that privileges particular understandings of gender and queerness –often rooted in Anglophone activist and academic contexts. As these models travel, they may become detached from their original socio-political conditions and reinterpreted as universal templates.

Building on the workshop’s themes of adoption, resistance, and negotiation, the talk outlines particular dynamics shaping these processes. By situating gender-inclusive language within broader debates on the globalization of queer discourse, the talk invites a critical reconsideration of English not simply as a catalyst of change, but as a site where global identity politics, power relations, and local linguistic creativity intersect.

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## Lexicological variation in bird names in Scots

This paper discusses the names for six birds in Scots, the traditional dialect of English in Scotland (cf. Catford 1957): CHAFFINCH, SEAGULL, JACKDAW, PARTRIDGE, STARLING and NESTLING. The data were originally gathered for the Linguistic Atlas of Scotland (Mather & Speitel 1975, 1977) and are now available in the Digital Lexical Atlas of Scotland (cf. Kirk et al. 2024, & in preparation) for analysis and interpretation using corpus-linguistic techniques. The paper’s focus is on the onomasiology and contrastive lexical types of those bird names, their lexicological status, their frequencies, their etymological origins, and their geographical spread, much of which required manual analysis and categorization. Several research questions are addressed. What names are given by respondents for each bird? What is the lexicological status of those words? And their etymological origins? Lexicologically, for instance, the paper shows that, for CHAFFINCH, descriptive, denotative names prevail, whereas, for SEAGULL, it is echoic, imitative, onomatopoeic names which prevail. For PARTRIDGE, its name is directly derived from its name in Latin, via French, but its variant suffixed in -ick (pairtick, pairtrick, pairtrick), confer on the name a certain Scottishness. For STARLING, its Scottishness is conferred by echoic, imitative coinages, strikingly the range of ortho-phonological variants behind stuckie, but also screecher, stushie, and stoorie. For NESTLING, the Scottish, Gaelic-derived many apperted gor-/gorb-forms predominate but other coinages in Scots are include gog, recklin(g), scud (and scuddie), and yabblar. In final conclusion, with this analysis of the names used for those six birds, I would contend that the case for a distinctive dialectalised lexis of Scots –the dialects of English in Scotland - is readily made. The case for the Scottishness of Scots comprises not only the origin of these words, but also their lexicological status, such as their echoic, imitative status, their morphological structure, their frequency and their distribution.

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## Case and agreement variation in English it-clefts: A non-expletive construction grammar Analysis

When the focused expression in an English it-cleft is a pronoun, two dimensions of morphosyntactic variation emerge: case variation (nominative vs. accusative) and agreement variation (verb agrees with clefted constituent vs. pronoun it). Following Zhang and You (2024), four variants are attested: (a) It was I who want him (NOM + CC agreement); (b) It was I who was presented to the queen (NOM + it agreement); (c) It is them who aren't prepared (ACC + CC agreement); (d) It was me who was keeping him here (ACC + it agreement).

While Variants (a), (b), and (d) have been noted (Jespersen 1937; Akmajian 1970), Variant (c) has been largely ignored despite significant corpus frequency. How do these dimensions interact? What mechanisms license all four variants? This study analyzes 85 examples from major corpora (COCA, GloWbE, NOW). LLM-based evaluation reveals Variant (a) is most preferred, Variant (b) least preferred, while Variants (c) and (d) show comparable preference. Existing syntactic analyses—the extraposition analysis and the expletive analysis—cannot account for all four variants within a single framework.

This paper develops a Construction Grammar analysis where it functions as an anticipatory pronoun with limited referential power, and the copula is a specificational copula (Hedberg 2000; Reeve 2011; Patten 2012). The specificational copula assigns semantic roles to both the anticipatory subject it and the focused constituent, and introduces an existential presupposition. The cleft clause functions as an extraposed expression representing an open proposition with a variable, whose value is specified by the focused element through coindexation. Agreement variability emerges from how the anchor element is construed in an index-based agreement system. This construction-based analysis demonstrates that cleft construction licensing depends on form-function mapping conditions, highlighting interactions among argument structure, semantics, and information structure.

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## Resumptive ample negatives in English: A construction grammar approach

English licenses the so-called resumptive ample negatives, a construction type where multiple negatives occur without a double negation reading. As illustrated in (1a–d) from COCA, these feature a negative S followed by a ‘not X’ expression, with four distinct construction types representing different emphatic strategies (Horn 2010):

- (1) a. It does not hamper productivity, neither at individual level nor at national.  
b. I had never seen a militarized police, not even in Chicago.  
c. On a Saturday night nobody saw anything, not so much as a man running away.  
d. Billy would never have done such a thing, not in a million years.

There have been several previous analyses including negative concord, right dislocation, and assertion revision. The negative concord analysis treats ‘not X’ as pleonastic, but its absence alters semantics. Right dislocation analogizes these examples to I don’t like him, the bastard, but resumptive patterns lack anaphoric forms (Wouden 1997). The ‘assertion revision’ approach suggested by Dowty (2008) seems to capture the construction’s pragmatic properties but treats patterns as discourse phenomena rather than grammatical constructions. This paper suggests to analyze resumptive ample negatives as form-meaning pairings (or constructions) with the template [[NEG S]1, [not X]2], where NEG S denotes proposition p, and ‘not X’ evokes proposition q such that p |= q. This instantiates downward entailment (Ladusaw 1979) while pragmatically creating emphasis—“logically weakening but informatively emphasizing” constructions (Fauconnier 1975).

Evidence for treating resumptive ample negatives as an independent construction within the framework of Construction Grammar includes: (a) ‘not X’ flexibility across syntactic forms (PPs, AdvPs, NPs, clauses) with consistent discourse function; (b) S appearing fragmentarily while remaining interpretable; (c) the construction exhibiting a stable semantic-pragmatic profile across its four subtypes despite variation in surface realization.

Structurally, resumptive ample negatives exhibit four types with specific pragmatic functions: “neither . . . nor,” “not even,” “not so much as,” and extreme temporal or conditional expressions. Each represents a specialization of the construction template via a distinct emphatic strategy. The proposed analysis reveals resumptive ample negatives as productive schematic constructions whose productivity spans diverse semantic domains and syntactic realizations. They thus constitute motivated form-meaning pairings bridging logical semantics, information structure, and pragmatic force.

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## Exploring the language of digital tribes

A digital tribe can be understood as a virtual community of practice: a group of individuals who share common interests and use online platforms to express their attitudes towards these interests. Unlike traditional communities or ‘urban tribes’, these groups are not defined by extralinguistic markers such as attire, behavior, or physical meeting points. Instead, their cohesiveness relies primarily on linguistic forms and attitudes, which serve as key strategies for expressing degrees of membership and commitment. Hence, our focus is on how language represents and reinforces online social groups. While the terms computer-mediated communication and netspeak are widely used, we propose the term digitalect (< digital[tribe] + -lect), referring to the distinct form of language employed by specific digital tribes. This talk explores the sociolinguistic features of digitalects in English, grounded in the idea that group identity stems from individual identity, which in turn is shaped by processes of linguistic routinization and innovation. Drawing on corpus-based data from online forums in English, we examine whether linguistic behavior correlates with particular digitalects. For example, do fandoms favor blends? Do cults rely on metaphorization? Or do Trump-supporter forums employ distinct forms of X-phemisms? Specifically, we analyze word-formation patterns, semantic extension, lexical density, neologisms, and morphological creativity. Our findings are expected to show that, in a world of shifting realities and ontologies, speakers are compelled to reconceptualize their experiences and expand the linguistic means to express them. Crucially, this process depends on both the digitalect and the sociological characteristics of the tribe. From an anthropological perspective, membership in a digital speech community entails adopting both individual and collective identities: the former enables expression of the self, while the latter fosters its accommodation and belonging. Identifying linguistic regularities—such as word typologies and word-formation patterns—not only sheds light on digitalects but also deepens our understanding of how language shapes who we are (digitally)..

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## Aspects of emotional processing in a foreign language and an agreement task

It is known that semantics may interfere with morphosyntactic processing (Acuña-Fariña, 2009; Corbett, 2006). Specifically, it has been shown that the words' emotionality, a radical form of semantics, affects agreement processing (e.g., Hinojosa et al., 2014; Martín-Loeches et al., 2012; Poch et al., 2023). However, the effect of emotionality seems to vary as a function of brain profile, i.e., positive dominance profile vs. negative dominance profile. While the latter exhibits an enhanced LAN component and a diminished P600 component, the former exhibits the opposite pattern (Tanner, 2019; Fraga et al., 2021). Emotionality has been observed to affect individuals of the positive dominance profile solely, causing modulations in the LAN time window (Fraga et al., 2021). Although this pattern has been observed in a native language, it remains unknown whether emotionality affects agreement processing in a foreign language (FL), which may lead to emotional detachment (e.g., Pavlenko, 2008; Toivo, 2020). Thus, the goal of the present study is to explore the occurrence of dominance profiles and the effect of emotionality on agreement processing in participants who acquired English as an FL.

Our study provides behavioral and electrophysiological data on the processing of number agreement between NP subjects and verbs followed by NP objects (e.g., the mathematician/s perfect/s the formula) in English (FL). The emotionality of the verb is manipulated so that the verbs are either pleasant, neutral, or unpleasant.

We predict that the dominance profiles should be observed in the FL, based on studies observing dominance profiles in English (Tanner, 2019). Given that an FL is assumed to be acquired later in life and in a more formal context, the grammatical effects would emerge in a delayed LAN or in P600 for the negative dominance profile (Caffarra et al., 2015). For the positive dominance profile, however, if the FL is indeed less emotionally charged than L1, emotionality should not interfere with agreement processing.

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## From target language to communicative baseline: English in STEM tandem learning

In an increasingly interconnected and geopolitically shifting world, English no longer functions primarily as a ‘foreign’ language (Phillipson, 2007) but rather as an embedded communicative resource in global scientific collaboration (Kamadjeu, 2019). In STEM education, English is routinely used as an intermediate language that enables cooperation, knowledge exchange, and learning across linguistic boundaries (Björkman, 2010; Johri & Jesiek, 2014). This study investigates the role of English as a Lingua Franca (ELF) in tandem language learning where two learners collaborate to enhance each other’s linguistic skills. Tandem learning offers a productive setting to examine how English is used pragmatically in academic interaction, not as a target of native-like proficiency, but as a tool for effective communication.

Drawing on empirical data from two groups of STEM students, the study analyzes how English is perceived, negotiated, and employed. The first group consists of German STEM students paired with English users from so-called “outer circle” contexts (e.g. India, Nigeria), reflecting communicative situations many participants already encounter in their studies and professional environments. Most students report using English regularly and seek to further improve their ability to understand and communicate with interlocutors who also use English as a lingua franca or employ varieties diverging from British or American norms. Initial uncertainty points to lingering standard-language expectations, but participants increasingly prioritize intelligibility, accommodation strategies, and communicative efficiency over adherence to native-speaker models.

The second group comprises students who rely on English as an intermediary language when proficiency in their target language (e.g. Russian, Chinese, or Arabic) remains limited. In this context, English serves as a shared communicative baseline that facilitates interaction while supporting both target language development and ongoing English use. However, students report tensions arising from the tendency to default to English when communicative demands increase. Overall, the findings illustrate how English operates beyond foreign language paradigms as a flexible, intermediate resource in multilingual learning contexts.

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## Acceptability ratings and preference judgment tasks in research on agreement: methodological insights

This paper discusses methodological considerations for using acceptability ratings and preference judgment tasks to investigate agreement in English, particularly to complement corpus-based analyses. While focusing on plural non-verbal distributive agreement (Wood 1957; Sørensen 1985; Author et al. 2023), exemplified by sentences such as (1) and (2) with different realisations of the noun life, the findings are expected to be relevant and generalisable to other types of agreement in Present-Day English, including collective agreement (Levin 2001; Fernández-Pena 2020) and complex subjects, such as coordinated noun phrases (Corbett 2006).

(1) The next group of potential customers are those looking to change their life.

(2) The next group of potential customers are those looking to change their lives. (GloWbE, GB)

The discussion draws on methodological insights from two recent studies. The first examines non-verbal distributive agreement in World Englishes (Author et al. under review) using a three-option, single-choice preference test completed by 120 speakers of British, American, Nigerian, and Singapore English. This study also analyses individual response profiles to explore potential individual speaker-related variation, particularly in newer varieties. The second study is a cross-linguistic investigation employing i) Likert-scale questionnaires (following Cowart 1997:52; Bross 2019:34) completed by 400 participants, and ii) forced-choice questionnaires completed by 120 participants (Author et al. 2024).

By comparing these designs, the paper identifies the strengths and limitations of the different approaches in studying agreement patterns as exemplified by non-verbal distributive agreement. The insights might contribute to both practical guidance for future empirical research (pertaining to the reliability and interpretability of results) and theoretical understanding of agreement in English.

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## Competing constructions and higher-order processes: ‘in spite of’ and ‘despite’ in present-day English

While the decline, obsolescence, or loss of linguistic features in modern, non-endangered languages used to be seen as under-researched (e.g., Britain 2008; Hundt 2014), considerable progress has recently been made, including works on a framework for the investigation of grammatical obsolescence (Author 2019, 2021a–c) and a volume edited by Kranich and Breban (2021) addressing the loss of morphological, syntactic, and lexical features. Further relevant contributions include Rupp and Tagliamonte (2022) on obsolescence in the context of dialects. The present study focuses explicitly on Present-Day English, integrating most recent approaches to loss and change in language with global processes shaping contemporary language use, such as the trend towards language economy and the advent of artificial intelligence. As a case study, it examines the construction *in spite of*, conventionally described as “used before one fact that makes another fact surprising,” (Cambridge Dictionary Online) and its competitor *despite*, typically listed as its synonym. Recent frequency patterns strongly suggest an ongoing change in Present-Day English, with *in spite of* becoming increasingly rare and potentially obsolescent. While competition with the shorter form *despite* – interestingly sometimes described as the more formal option (e.g., Swan 2005: 273) – offers an intuitive explanation, the study also considers broader processes influencing syntactic usage. These include higher-order processes in language change (Norde 2001; Petré 2010; Author 2018, 2023) and concentration effects that may accompany or precede feature decline (e.g., Leech et al. 2009; Rupp and Tagliamonte 2022). Methodologically, the study responds to Yae’s (2008) call for more detailed research on *in spite of* and *despite* by examining two varieties of English – British and American – using data extracted from several corpora (BNC, COHA, NOW, BE21) and providing statistical analyses of the observed trends, situating them within the broader context of language variation and change in Present-Day English.

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## LLM meets BSLVC: Does ChatGPT share grammatical preferences with selected varieties of English?

The effect Large Language Models (LLMs) have on (scientific) writing has been called “truly unprecedented” (Kobak et al. 2025: 6). For instance, they tend to shorten sentences (Rudnicka 2023), influence vocabulary usage (Kobak et al. 2025) and might cause “similarity in writing or content” (Liang et al. 2024) in academic writing. Combining the preference of machine learning models for frequent structures (Schneider 2022: 370) and the omnipresence of LLMs, it may very well be that AI-modified texts might be “homogenized along US norms” (Mair 2024: 19) while the status of “non-dominant minor and emerging national standards” might weaken (Mair 2024: 18). This contribution seeks to elucidate i) whether ChatGPT, unless prompted otherwise, indeed shares grammatical preferences with a specific variety of English, and ii) whether it is able to reproduce grammatical preferences of other varieties of English.

To this end, we prompt ChatGPT to fill in the Bamberg Survey of Language Variation and Change (BSLVC; Krug and Sell 2013) multiple times with five prompts: As a speaker of L1 varieties, i.e. (i) British English (BrE) and (ii) American English (AmE), of an L2 variety, i.e. (iii) Indian English, of a learner variety, i.e. (iv) German Learner English, and in the default mode, i.e. (v) without being given a specific variety of English it should adhere to. In a second step, we utilize the BSLVC dashboard (Vetter 2025) to compare the synthetic data to existing BSLVC data.

ChatGPT’s default mode is expected to align most with AmE because of Mair’s (2024) assumption regarding the homogenization of texts. Based on his assumption concerning the weakening of non-dominant national standards in favor of the American standard, prompting ChatGPT to answer the questionnaire as an AmE speaker is presumed to align more with actual native speaker judgments compared to other variety specifications.

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## **Angloversals in spoken English L1 and L2 varieties: Consolidating questionnaire data and expert ratings**

Situated at the intersection of language typology and English varieties studies, this paper explores the prospects and challenges between two large-scale English language databases: the Bamberg Survey of Language Variation and Change (BSLVC) and the electronic World Atlas of Varieties of English (eWAVE). The focus of our exploration is the frequency of non-standard morphosyntactic features which have been established as absolute angloversals and variety type-specific angloversals, so-called varioversals, in L1 and L2 varieties (Szmrecsanyi and Kortmann 2009). In this vein, we compare feature frequencies from expert ratings in eWAVE to questionnaire-based ratings in the BSLVC. Major challenges include the differing number of varieties and variety types in the two databases – eWAVE covers 77 varieties including pidgins and creoles, while the BSLVC covers merely 12 varieties excluding pidgins and creoles, but including English as a foreign language. In fact, only five of the eWAVE varieties can be straightforwardly mapped onto varieties in the BSLVC. Furthermore, the range of items for specific features in the questionnaires and eWAVE feature descriptions do not always align. Nevertheless, our results show that, on the whole, the frequencies obtained from experts in eWAVE and the frequencies based on questionnaires largely agree.

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## **Accounting for the English language ecology: Socioeconomic variables as predictors for morphological variation in Englishes**

This article is situated at the intersection of World Englishes studies and sociolinguistic typology and contributes to theoretical research on language complexity. Language complexity has been a popular topic in the theoretical research community for about two decades. Currently, the influence of language-external variables on language complexity is prominently discussed. Against this backdrop, I implement suggestions to calibrate language-external variables to the sociolinguistic background of the languages under investigation (Verkerk and Di Garbo 2022). Accounting for the diverse sociolinguistic and economic contexts in which Englishes are spoken, I analyse an innovative set of language-external variables. Precisely, Gross National Income (GNI), education, literacy, and migration rate are taken as proxies for unequal access to (standard) English and English instruction (Tupas 2019). In a quantitative, bird's eye perspective, I hypothesise that morphological variation and complexity of Englishes is connected to these socioeconomic variables. Hence, Englishes spoken in countries with comparatively weaker economies are associated with less exposure to (instruction in) (standard) English and should therefore exhibit less morphological complexity. Morphological complexity is operationalised in terms of the number of irregular bound grammatical morphemes in corpus texts (Kortmann and Szmrecsanyi 2009). In total, 25 Englishes are analysed based on naturalistic spoken texts from the International Corpus of English, the Freiburg Corpus of English Dialects, and the Santa Barbara Corpus of American English. Generalised linear mixed regression modelling reveals that all socioeconomic variables (with the exception of literacy) have a significant effect on the number of irregular bound morphemes when controlling for corpus and region. Higher migration rates and higher levels of education are related to more irregular bound morphemes confirming that more exposure to (standard) English (instruction) maintains morphological complexity, whereas less exposure may decrease morphological complexity. GNI shows a hitherto unexplained inverse effect. The paper opens up new avenues by showcasing how socioeconomic variables can serve as predictors for (morphological) complexity.

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## Coordinating aid across languages: Transient ELF in German–Ukraine humanitarian teams

In German–Ukraine humanitarian cooperation during the ongoing war, multilingual teams face acute communicative challenges that affect the delivery of international aid to local communities. Drawing on qualitative interviews with Ukrainian aid workers (n=15) and German humanitarian organizations (n=7), this study examines how English as a Lingua Franca (ELF) functions as a flexible, interactionally adaptive medium, enabling international teams to negotiate meaning, coordinate tasks, and manage communicative responsibility. We conceptualize these humanitarian teams as Transient International Groups (TIGs) (Pitzl 2018): temporary, task-oriented multilingual groups that deploy English pragmatically to accomplish shared goals, while lacking the duration or stability of sustained Communities of Practice. In these transient ELF contexts, English serves as a non-partisan linguistic infrastructure, preferred over Russian, which, although widely spoken, carries political and social associations that make it unacceptable for many Ukrainian participants (cf. Kulyk 2024). Even when interlocutors shared Russian within their multilingual repertoires, English was overwhelmingly the medium of choice for international coordination. Our findings extend the TIGs framework by relating individual linguistic repertoires to organizational flexibility. Organizations can strategically deploy personnel with higher language proficiency, selecting who will interact between linguistic and organizational domains. However, this boundary-spanning effect results in an uneven distribution of communicative labor: speakers with stronger English competence assume responsibility for facilitating communication and coordinating meaning, illustrating the interplay between organizational and individual resources in transient ELF settings. In applying the TIGs framework to humanitarian aid, this study demonstrates how English creates a neutral, functional space for international cooperation. It highlights the role of pragmatic and interactional processes in achieving real-world multilingual and transcultural coordination, showing that ELF is not merely a common language but a critical infrastructural resource in times of crisis.

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## Revisiting the righthand head rule in construction morphology

The Righthand Head Rule (RHR, Williams 1981) predicts that the lexical category of a complex word is determined by the category of its rightmost constituent. In English, pervasive conversion complicates category determination (Bauer et al. 2013, 341). As will be shown in this study, complex words with locative prefixoids (overemphasize, upstairs, out-run) cannot accurately be captured with the RHR. Since they are traditionally treated as category-preserving, adherence to the RHR inflates explanatory effort in lexical category determination. In particular, previous studies have determined the lexical category of the rightmost constituent based on the observed category of the complex word – a reversal of the RHR. For instance, off-flavor and outdoor are said to have adjectival bases (Lieber 2005, 395-96) because they function as (adjectival) premodifiers to nouns. Other studies avoid positing category change by analyzing these forms as nominal premodifiers (Bauer et al. 2013, 338-39) or positing prior conversion (Nagano 2011). Such a classification based on output category risks circularity, given that the complex word itself can be subject to conversion. Cases with recognized category change (to out-absurd someone) are often treated as exceptions (Bauer et al. 2013, 334-43; Kotowski 2021). This study examines the application of the RHR to English complex words with locative prefixoids by reviewing existing strategies for category determination in the literature as well as usage data from enTenTen21 (Jakubíček et al. 2013). While the RHR makes correct predictions for many cases, an analysis of words with locative prefixoids based on constructionist tenets is preferable, aiming to account for exceptional cases first, regular cases following automatically (Fillmore 1985). In particular, Construction Morphology (Booij 2010) is found to account for the pattern under investigation more elegantly than the RHR by positing constructions with independent lexical category specifications and constructions at multiple levels of abstraction, subcategorizing formal patterns.

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## **Competing discourses of English in two geopolitical regions: examining Japanese secondary school students perception of English from an ELF perspective**

Within contemporary neoliberal society, English is frequently regarded as a form of human capital, compelling individuals to learn it primarily to compete within Japanese society.<sup>1</sup> In high-stakes contexts, for instance, individuals' English proficiency is evaluated according to their adherence to standard norms, with English frequently being treated as a measurable skill.<sup>2</sup> Consequently, both students and teachers tend to gravitate toward native-speakerism, as deviations from standard norms are penalised.<sup>3</sup> Within such educational contexts, Japanese individuals often internalize the ideology that there is a single standard that must be followed when using English. This, in turn, contributes to feelings of marginalisation among Japanese individuals when using English, despite the fact that English functions as a lingua franca in the contemporary globalised world. Given this positioning of English within the Japanese educational context, the research question addressed in this presentation concerns how Japanese individuals' orientations toward English are constructed, with a particular focus on secondary school students across different geopolitical settings: a private secondary school in Tokyo and a municipal school on a remote island in Hokkaido, Japan's northern prefecture. Drawing on a multimodal questionnaire and individual interviews with two secondary school students, the findings reveal contrasting orientations toward English. The student in Tokyo reported feelings of powerlessness when using English, perceiving it primarily as a tool required for success in competitive settings. In contrast, the student in Hokkaido expressed a more positive orientation toward English, viewing it as a means of expanding future career opportunities. Building on these findings, this presentation shall examine the factors that give rise to such divergent orientations toward English among Japanese secondary school students, with particular attention to the neoliberal discourses embedded in the Japanese English education system that prioritises competitive purposes. It shall also discuss the potential and limitation of ELF in Japanese educational contexts.

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## **Recent developments in the English causative alternation: An analysis based on the Oxford English dictionary**

The present study is concerned with the causative alternation (e.g. He opened the door vs. The door opened). The number of alternating verbs has increased significantly in the history of English (Halliday 1994; Lemmens 1998; McMillion 2006; Stubbs 1996) and the causative alternation is still productive in Present-Day English (Keyser and Roeper 1984). While alternating verbs already existed in Old English, they supposedly started to spread during Early Modern English (Lemmens 1998). However, the exact unfolding of this change remains largely unclear (but see McMillion 2006). Using data from the Oxford English Dictionary and following McMillion (2006), this study investigates the diachronic development and distribution of the causative alternation from 1500-1999 in five subject domains (sciences, technology, economics and commerce, manufacturing and industry, religion and belief) by systematically tracking when a given verb first occurred and when it started alternating.

Preliminary findings indicate a particularly rapid increase in the number of alternating verbs after 1900. Technological and scientific advancements during this period likely facilitated the accelerated spread of the causative alternation, as it shows a significant attraction to the subject domains of science and technology (cf. Davidse 1991; Keyser and Roeper 1984). The results further suggest that the causative alternation developed predominantly in one direction: more transitive causative verbs acquired intransitive anticausative uses than the other way around. The anticausative provides a constructional option that is reduced in linguistic material compared to both the active transitive and the passive. Its growing availability may facilitate its use as a device to economize structurally, in line with the ongoing process of densification in English (e.g. Leech et al. 2009; Smitterberg 2021).

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## Features of German (learner) English: Investigating the congruence between learner corpus data and the BSLVC

Research into the role of English in Germany (e.g., Hickey 2019; Mair 2024) has flourished in recent years. Therefore, the advent of new linguistic resources that facilitate the analysis of German (learner) English is a welcome development. These resources include: i) learner corpora, e.g., the Corpus of Young German Learner English (YGLE; Werner et al. to appear), and ii) questionnaire-based databases, e.g., the Bamberg Survey of Language Variation and Change (BSLVC; Krug and Sell 2013; Vetter 2025). The present study extends the methodological triangulation between both types of resources (see e.g., Fuchs et al. 2025; Kirk et al. 2022) to German as an EFL variety. Proceeding from BSLVC data on German EFL speakers, selected features are analyzed in the YGLE corpus, addressing the subsequent research questions:

RQ1: Are grammatical preferences indicated by the BSLVC reflected in the language of intermediate EFL learners?

RQ2: Which BSLVC features are characteristic of German English, and are those features retrievable in the YGLE corpus?

RQ3: Do learners who use English extensively in extra-institutional contexts exhibit more common BSLVC features than learners with lower free-time use?

To this end, spoken and written texts by approximately N = 160 German EFL speakers (aged 15-19) are analyzed. To answer RQ1, three selected BSLVC features representing high, medium, and low estimated usage are examined: i) would in if-clauses; ii) like as a focusing device, and iii) existential/prepositional there's/there is/there was with plural subjects. RQ2 investigates the prevalence of BSLVC features identified as highly distinctive of German English (as compared to Swedish English as another EFL and American English as an L1) in the YGLE corpus. Finally, YGLE questionnaire data will be used to assess learners' extramural language use, and the BSLVC's 15 most common features of spoken English will be analyzed for RQ3. Overall, this study exploits synergies between the BSLVC and corpus data by comparing the estimated and attested usage of features, which may offer new insights into German (learner) English.

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## Phonetic reduction and the loss of perfect agreement in modal predicates

This paper argues that the Modal Preterit Phenomenon (Greblick 2000) in nonstandard spoken American English provides a clear example of advanced syntactic reanalysis triggered by phonetic reduction. Forms such as *coulda*, *mighta*, *musta*, *shoulda*, and *woulda*, derived from modal perfect constructions, e.g. *must have V-en*, have undergone a category shift: from a verbal construction licensing the perfect aspect to a modal unit expressing epistemic stance, with no aspectual or temporal reference. This development occurs at the intersection of grammaticalization, lexicalization, and adverbialization, illustrating how spoken usage can reorganize the grammatical system. Drawing on data from COCA, the study shows that phonological reduction diminishes the transparency of component structure, leading speakers to reanalyze the phonetically reduced element *-a* as part of the modal head. As a result, modal preterit forms no longer project PerfP or trigger agreement relations for aspectual features. This reanalysis is accompanied by participle leveling (Chatten et al. 2024), or past for perfect (Wolfram 2003), as verbs surface in non-participial forms following modal preterit heads, e.g.:

- (1) I *coulda* did without the merger,
- (2) Republicans *shoulda* took a lesson,
- (3) Looks like they *woulda* saw his age.

Additionally, constructions in which *musta* co-occurs with a fully realized auxiliary demonstrate that *-a* is no longer analyzed as realizing the perfect aspect, e.g.:

- (4) He *musta* have grabbed it somewhere else,
- (5) You *musta* have not watched this show before

These patterns indicate that modal preterit forms encode epistemic modality independently of tense or aspectual agreement, functioning as emerging modal particles with quasi-adverbial properties. The phenomenon represents a shift from formal, feature-based agreement to semantic concord, highlighting how the loss of transparent structural motivation in spoken registers can drive grammatical change. Incorporating such forms into descriptions of English agreement broadens our understanding of how spoken language shapes functional category architecture.

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## **Recognitional demonstratives in Singapore English: Frequency, substrate influence, and replica grammaticalization**

This paper investigates the frequency and functions of the demonstrative *those* in Colloquial Singapore English (CSE), with a focus on recognitional uses. Demonstratives are well-attested across English varieties, yet quantitative evidence shows that *those* is more frequent in CSE than in Standard English, and is often found in contexts where a definite article or zero determiner would be expected. Our methodology combines three data sources. First, we examine Oral History Interviews (OHI) from the National Archives of Singapore, focusing on 35 speakers born 1899–1921. This sample reflects a formative period of intensive language contact in colonial Singapore. Second, we compare contemporary corpora (ICE-SG vs. ICE-GB) to establish synchronic contrasts. Third, we draw on the CLMET corpus of British English (up to 1925) for a diachronic baseline. Initial counts using a web-based corpus, the Flowerpod Corpus, suggest that the Singapore data shows a stronger tendency toward recognitional uses, where *those* introduces referents not previously anchored in discourse, but understood as recognizable by the participants of a speech situation. We suggest these patterns may involve ‘replica grammaticalization as recapitulation’ (Ziegeler 2010, 2014). The recognitional demonstrative in CSE appears to have undergone a partial re-activation of earlier stages in the grammaticalisation path of definiteness, reinforced by substrate influence from the Chinese vernaculars (e.g. *nàxiē* as a plural marker and *nà* as a topic introducer in Mandarin). Similar partial re-activation has been noted for the demonstrative *that* in CSE (Gil 2003), for this in Tok Pisin and in CSE (Siemund 2013: 102) and for *det* (‘that’) as both an article and a recognitional demonstrative in Kriol (Nicholls 2016). This dual substrate/lexifier motivation may explain why *those* in CSE appears over-extended in contexts lacking prior mention in the discourse. By correlating quantitative corpus findings with models of grammaticalisation, this study highlights how high-contact ecologies foster the replication of earlier stages in developing functional categories. Our results offer new insights into how substrate transfer and diachronic “recycling” interact and complement each other in contact varieties.

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## **DEAF ELF: International deaf communication in ELF perspective**

English as a lingua franca (ELF) has developed into an extensive field of inquiry, generating a substantial body of empirical research and challenging long-standing categories within (applied) linguistics. To date, however, ELF research has focused primarily on how hearing speakers use English for international communication. Such a focus overlooks an important group of ELF users: deaf people, who also use English for international communication, primarily in written form (Hiddinga and Crasborn 2011) and within International Sign (IS), where English is realized through mouthing and fingerspelling (Zeshan 2015; Kusters 2024). Deaf people’s use of English across these modes has not yet been approached from an ELF perspective. Instead, research has predominantly adopted an English as a foreign language framework, setting native-speaker competence as the learning target (Kellett Bidoli and Ochse 2008; DomagałaZyśk 2013), which deaf people often report as difficult or unattainable (Kontra 2013; Urbann et al. 2024). In this paper, I argue that an ELF perspective provides a more appropriate framework for studying contemporary English use among deaf people. As findings from my empirical study on the use of English mouthing in first-time IS interactions demonstrate, English is integrated into signed interaction in ways consistent with core ELF principles such as adaptability, variability, and function-driven use. Moreover, an ELF approach recognizes deaf people as legitimate users of English rather than in terms of deficit. This shift is particularly significant given deaf people’s historical and ongoing experiences with oralism and normative spoken-language standards.

By including deaf people in ELF research, this study not only broadens the empirical scope of ELF, but also emphasizes the need to reorient English teaching practices for deaf people away from speech-centered, native speaker targets, toward approaches that support functional, adaptable use of English in diverse communicative contexts.

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## **A machine learning approach to modelling linguistic variation across different varieties of English**

Varieties of English exhibit systematic linguistic variation that reflects historical, social, and regional factors. While this variation has been studied extensively, both in the context of theoretical analysis (e.g. Kortmann and Schneider (2004), Kortmann, Lunkenheimer, and Ehret (2020), Schreier, Hundt, and Schneider (2019)) as well as corpus linguistics (e.g. Parviainen, Kaunisto, and Pahta (2019), Lange and Leuckert (2019)), recently developed machine learning methods allow this variation to be approached from a statistical perspective that may deepen our understanding of, and help quantify, subtle differences between varieties. To this end, this paper conducts a comparative study of the performance of a Naïve Bayes Classifier, a Logistic Regression Classifier and a Support Vector Machine based model applied to the task of English variety classification. This allows the following research questions to be addressed:

RQ1: To what extent can supervised machine learning models distinguish between different varieties of English using linguistic features extracted from corpus data?

RQ2: Does (pairwise) classification performance differ significantly across different varieties of English, and to what extent can such differences be interpreted as reflecting linguistic similarity between varieties?

RQ3: Which linguistic features give the most informative signals for supervised machine learning models when classifying varieties of English?

The data used for this study is taken from the International Corpus of English (ICE) and includes transcribed spoken and written samples from ten different varieties of English. Three different supervised machine learning models are then trained on this data to distinguish between the given varieties, and their performance is evaluated using standard classification metrics. Preliminary results indicate that while all three models are able to distinguish between English varieties, the classification accuracy varies with respect to the pair of Englishes considered, suggesting that some distinctions are more pronounced than others.

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## **We are liking Englishes: Morphosyntactic variation in Gibraltar and Balearic English**

Gibraltar English is the native language of the inhabitants of this British Overseas Territory at the southern tip of the Iberian Peninsula (GibE, Suárez-Gómez and Seoane 2026), while, in the Balearic Islands, English is a foreign language (BIE, henceforth). Our aim is to find out to what extent they are still comparable due to their contact with Spanish, by exploring some of the features included in the BSLVC (Bamberg Survey of Language Variation and Change), a survey including speakers' elicited judgements on a range of lexical and grammatical features. Specifically, we focus on the perceived frequency of the following morphosyntactic features in GibE and BIE: (i) comparatives (happier vs. more happy vs. more happier, e.g. Pérez-Guerra 2022), (ii) progressive (I'm loving it, she's always complaining, e.g. Kranich 2010), and (iii) zero plural marking after quantifiers (two year, five euro, e.g. Schneider et al. 2019). Our analysis also incorporates data from England and the United States as benchmarks. Combining quantitative and qualitative approaches, the paper addresses three questions: (1) How does contact with Spanish affect GibE and BIE regarding the morphosyntactic features under analysis, as opposed to BrE and AmE? (2) Do L1 varieties (GibE, BrE, AmE) cluster separately from the EFL variety (BIE)? (3) When BrE and AmE occupy opposite ends, do GibE and BIE show different degrees of Americanisation or Britishisation? Preliminary results show that GibE and BIE pattern similarly as for the regularisation of comparative strategies, the use of double comparatives and the extension of progressives to stative verbs, which is interpreted as an effect of contact with Spanish. However, they behave differently with regards to the plural marking of nouns after quantifiers. The findings challenge straightforward distinctions between first and foreign language and highlight the need for more nuanced models of morphosyntactic variation in contemporary Englishes.

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## **The evolution of Persian and its development as a lingua franca: Some key concepts for a comparative view**

The aim of the lecture is to introduce Persian, which is still underrepresented in this field, into the historical sociolinguistic discourse on lingua franca and cosmopolitanism. Throughout its long history (7th–21st centuries), Persian was in contact with many other languages. During the earlier period, when Persian evolved as a written language in Arabic script (9th–11th cent.), it was heavily influenced by Arabic. Later on (11th–19th cent.), Persian was the dominant lingua franca of the eastern Islamic world and influenced other languages of Central Asia, the Indian Subcontinent, and Anatolia. Starting with an historical overview, the lecture will highlight three key concepts that are central to understanding Persian as a lingua franca.

**Interaction.** The complex and partly contradictory interaction of Persian and Arabic during the early period (9th–11th cent.) will be explained as the model of a ‘patrimonial’ lingua franca (Arabic), from whose shadow and in confrontation with which another lingua franca (Persian) develops. Later, Persian took on this ‘patrimonial’ role in relation to other (Turkic, Indian) languages. It will be discussed whether this model may be applied to other *linguae francae* like Latin (vs. Greek).

**Cosmopolitanism.** The concept will be discussed using Persian as an example, in comparison with other languages, and with a distinction being made between a ‘descriptive’ and ‘analytical’ use of the term cosmopolitanism. Its explanatory power will be addressed and questioned.

**Ideology.** The existence of explicit language-based ideologies in pre-modern times may be disputed. Although states and powers undoubtedly promoted languages for specific purposes and with specific interests in mind, the Persian language will be used as an example to discuss whether and to what extent this constitutes an ‘ideology’. It is argued that, if anything, one should rather speak of a ‘secondary’ or supporting ideology.

Finally, the extent to which these terms can be applied to English, in comparison to the other languages discussed here, will be briefly addressed.

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## **Agreeing to disagree? Subject-verb agreement in Englishes from Germany, Sweden, Britain and America in the BSLVC**

Research on change and variation in English has for some time broadened its scope to include the Expanding Circle varieties in Kachru’s (1985) model of world Englishes. While there is now ample corpus data available for the Outer Circle varieties, where English is a second or official language, through the GloWbE corpus (Davies 2013), there is much less for the Expanding Circle. However, the new questionnaire data in the Bamberg Survey of Language Variation and Change (BSLVC; Schützler et al. in review) enables comparisons to be made also across some of these varieties. Using the BSLVC, the present study explores one of the central themes in English grammar: (non-)standard subject-verb agreement. We restrict ourselves to one variety produced in a country where the native language has an elaborate system of number agreement –Germany –and one without verb number marking –Sweden, while comparing these to native Englishes. Although a lot has been written about variable agreement in English dialects and varieties (e.g., Nevins & Parrott 2010) and error analysis in Expanding Circle learner contexts (e.g., Köhlmyr 2003), less work has been done from a World Englishes perspective. The present paper therefore aims to determine: What differences in verb agreement are there between Englishes from America, Britain, Germany and Sweden in the BSLVC? As an additional methodological point, we will compare the BSLVC assessments for Sweden with Twitter English from The Nordic Tweet Stream (Laitinen et al. 2018), thus providing methodological input on the different results produced by questionnaires and corpus data. Preliminary findings suggest that “non-standard”agreement is most frequent in Swedish English in the BSLVC. The Swedish Twitter data nevertheless produce rather low proportions of non-standard agreement. We will discuss the potential reasons for the differences between the varieties, and also the impact of the type of data chosen.

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## How do Englishes ENVY? Corpus insights from UK, Canadian, and Australian English

The existing body of cross-linguistic studies on emotion metaphors has predominately focused on exploring the conceptualization of largely the same emotions within the two traditional innercycle varieties, British and American English, neglecting not only the rich and culturally specific variation unfolding in linguistically diverse settings of other Englishes, but also the metaphorical structuring of socially stigmatized emotions, particularly of ENVY (Wu und Liu 2023, 1). The current paucity of linguistic investigation on ENVY significantly hinders societal understanding of this emotion further perpetuating its stigmatized status in Western culture (Quintanilla and de Lo ´pez 2013). Within the framework of Conceptual Metaphor Theory (CMT), this corpus-based comparative study examines the conceptual construal of ENVY in three varieties of English, namely Australian, Canadian, and UK English and aims to answer two research questions, “What metaphors are used in conceptualization of ENVY across the three varieties?” and “Which similarities and differences emerge in their metaphorical profiling?”. The corpus data consist of metaphorical occurrences of ENVY as a noun lemma extracted from the enTenTen corpus using Stefanowitsch’s (2004, 2006) Metaphorical Pattern Analysis (MPA). Unlike previous corpus-based investigations in the field, this study adopts a novel approach by combining detailed qualitative and quantitative analyses of the data with metaphor network categorization. This crosslinguistic methodological design facilitates the identification of the conceptual structure of ENVY and maps its hierarchical subcategories within an interconnected network. The corpus findings, such as the use of divergent elements from shared conceptual metaphorical source domains (e.g. the preference for green in the color domain in UK and Australian varieties, in contrast to yellow in Canadian English) will be discussed in the context of ongoing debates on universality and variation in emotion metaphors. The discussion will contribute to a more comprehensive account of ENVY as a socially and culturally embodied emotion.

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## Can experienced EFL raters identify AI-generated academic writing?

Pressing concerns have emerged in language assessment amid the rapid adoption of generative artificial intelligence (AI) in academic writing practices, particularly regarding the validity and integrity of writing evaluations in second language (L2) contexts. While studies on AI detection have proliferated, considerably less attention has been paid to human raters’ ability to distinguish between AI-generated and student-produced texts, despite their central role in high-stakes assessment settings. This study reports findings from a pilot investigation examining whether experienced English as Foreign Language (EFL) raters can discriminate between student-authored and AI-generated academic essays. The study sought to test the assumption that raters with experience in assessing writing within a specific context may be able to differentiate text produced by their typical L2 learners from those generated by AI designed to mimic such learners, drawing on their accumulated exposure to their assessment practices. The dataset comprised 40 literary analysis essays written at the B1–B2 level, including 20 produced by undergraduate EFL students and 20 generated by ChatGPT. Three experienced EFL teachers, familiar with the assessment context and task, were asked to judge whether each text was student-authored or AI-generated and to provide justifications for their decisions. The results indicate a relatively high overall accuracy of AI identification (87.5%), although performance varied across raters and texts. Analysis of raters’ justifications suggests reliance on assessment-relevant textual features aligned with expected learner profiles in the given context (i.e., typical errors and lexical range). As an exploratory investigation, the study demonstrates that experienced raters may be capable of identifying AI-generated writing within a specific assessment context, while also revealing the assessment-relevant features that inform their judgments. The findings point to the need of further research into rater decision-making in the era of plausible AI involvement in students’ written work.

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## **The local and the mobile –linguistic identity in tourism contexts in Croatia**

Influenced by increasing mass tourism, English in Croatia has shifted from a domain-specific working language to a key component of everyday communication. As tourism intensifies mobility and contact among linguistically diverse speakers, English increasingly functions as a shared communicative resource embedded in local multilingual environments tied to how speakers position themselves socially and culturally. Sociolinguistic research on language in tourism shows that English facilitates transactional communication while also contributing to the construction of tourist destinations' realities and shaping how locals and tourists negotiate identity (Fox 2008; Tucker 2024). These perspectives situate English in tourism as not simply a means of communication but as a social practice connected to mobility, multilingualism, and identity that warrants investigation in intra-national settings of the Global North, such as Croatian urban multilingual ecologies. Focusing on tourism workers, the study examines how different linguistic ecologies and forms of multilingualism shape their use of English as a Lingua Franca (ELF) and how these speakers relate to English as part of their linguistic repertoires. Adopting an ELF framework (Seidlhofer 2011) and conceptualizing tourism as a transient communicative space (Lønsman, Haberland, and Spencer 2017), the paper analyses sociolinguistic interviews and questionnaire data on language use and attitudes from 30 tourism workers in two Croatian cities: Split, where the local variety is close to the standard, and Rovinj, where the local dialect is strongly influenced by Italian, the region's second official language. The analysis explores potential differences in the linguistic characteristics of speakers' English and links these to identity construction and speakers' perceptions of English in mobile, multilingual settings. Findings show that English has developed from an exclusively professional language into an integral part of Croatia's contemporary linguistic ecology, with speakers' identification with English shaped to varying degrees by local multilingual environments and patterns of mobility.

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## **English and multilingualism: Discourses and practices in Swedish universities**

Questions surrounding the status and roles of English in European countries have resurged in light of recent political developments. This talk focuses on Sweden, a Nordic country where the use of English dates back to the nineteenth century (O'Dell, 1997). In a sociolinguistic landscape with approximately 200 languages (Institute for Language and Folklore 2019), English is used as a standard language, as a lingua franca, and as part of linguistic practices involving Swedish and other languages (e.g. Kuteeva, 2023). Today, exposure to, and active use of English start before school education begins. Paradoxically, English in Sweden simultaneously constitutes common property and marks distinction, which makes it possible to conceptualize it as part of both vernacular practices and elite multilingualism (Heller, 2002; Jaspers and Verschueren, 2011).

Drawing on empirical analyses of data collected over the last decade in Swedish universities, my talk zooms in on different dimensions of language – normative, socio-ideological, and interactional (Kuteeva, 2023) – and illustrates how these are experienced and discursively constructed by academic leadership, faculty and students involved in English-medium education. I will show how the use of English as a lingua franca is not always neutral, how some linguistic resources and practices are valued more than others, and how English-medium education can be discursively constructed by universities as a proxy for distinction.

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## The interplay of word- and sentence-internal features while listening in different types of noise

It was recently investigated whether English morpho-syntactic agreement supported the listener in suboptimal listening conditions (first author 1). It was found that listeners benefited from determiner-noun agreement: When they were asked to specify the number value of the noun in sentences like *The cabs broke down* and *These cabs broke down* (Is the noun a singular or plural one?), they reached a higher response accuracy for the cases including a demonstrative article (*these*), which, in contrast to the definite article *the*, agreed with the noun (*cabs*). While this experiment concentrated on regular nouns only (e.g., *cabs*), a follow-up study (first author 2) focused on cases with different types of singular-plural variation: *sheep/sheep* (syncretism), *goose/geese* (vowel fronting), *foot/feet* (vowel fronting and lengthening), *dog/dogs* (non-syllabic suffix), *fox/foxes* (syllabic suffix), and *child/children* (suppletion). It was found that participants performed equally well for *child*, *fox*, and *foot* in the conditions with a demonstrative and in those with a definite article. However, for *sheep*, *dog*, and *goose*, accuracy was higher when the nouns were accompanied by a demonstrative article. Also, for some items (*child*, *fox*, *foot*), accuracy was the same across three listening conditions of varying difficulty, while for others (*sheep*, *dog*, *goose*) accuracy declined across the three listening conditions. While the aforementioned studies concentrated on listening in white noise, we use background babble noise in a new but similar experiment. We are currently collecting the data of 40 native speakers of US American English who listen to sentences and are asked to indicate whether the noun of the sentence is presented in the singular or plural (e.g., *These sheep/geese/feet/dogs/foxes/children froze*). The results will be discussed against the background of how different types of noise affect the perception of specific morpho-syntactic structures in English.

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## Lexical landscapes for communication: A graph theory analysis of vocabulary structure in multilingual classrooms

The 21st-century educational landscape is increasingly defined by linguistic and cultural diversity. However, research into how diverse linguistic and cultural backgrounds influence the internal organization of specific semantic domains remains scarce. This study investigates the similarities and differences in vocabulary knowledge and the internal structural organization of the mental lexicon between secondary school students with local backgrounds ( $n = 314$ ) and those with migration backgrounds ( $n = 116$ ) who share space within the same multilingual classroom. Data were collected using a lexical-semantic fluency task targeting the category of countryside in both Spanish (Language of Schooling) and English (FL). Beyond surface-level metrics, this study applies graph theory analysis to map the architecture of student knowledge. Quantitative results indicate that local learners outperform their peers with migration backgrounds in total token production and overall vocabulary size across both languages. However, qualitative analyses of the conceptual core reveal a high degree of overlap, suggesting shared semantic prototypes despite differences in lexical breadth. The structural analysis reveals that while both groups exhibit small-world network properties, the lexicons of learners with migration backgrounds are characterized by significantly higher degree centrality and density. In the context of the countryside, this indicates a more tightly connected core of high-frequency items but also points to more blurred boundaries in peripheral clusters compared to local peers. These variations suggest that while the fundamental concept of the rural environment is shared, the lexicon is shaped by distinct cultural and environmental influences. The study concludes that educational interventions should move beyond quantitative assessments and instead leverage the robust, dense conceptual cores of multilingual students to foster more integrated and specialized lexical-semantic networks.

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## Relative clauses in Gibraltar English: Register variation and language contact

Previous research on restrictive relative clauses has primarily focused on the distribution of relativizers in light of the rise of *that* and the decline of *which* across registers of American English (Leech et al. 2009, 230-231). This stylistic shift has extended to World Englishes as a result of processes like colloquialization and Americanization (cf. Hinrichs et al. 2015), as well as language contact in non-native varieties (Kotze and Favo 2025, 19). In this regard, a preliminary study by Loureiro-Porto and Suárez-Gómez (2017) suggests that the increasing use of *that* in Gibraltar English may be partly attributed to the influence of the Spanish relativization system.

The present paper investigates the distribution of *that* and *which* with inanimate antecedents across written registers (academic writing, popular writing, and reportage) in the Gibraltarian component (ICE-GBR) of the International Corpus of English, in comparison with the British component (ICE-GB) as the norm-providing variety. The main aims of this corpus-based study are: (i) to determine whether Gibraltar English aligns with global trends across different written registers; (ii) to assess the effect of linguistic constraints, such as the syntactic function of the relativizer and the length of the relative clause, on relativizer selection; (iii) and to compare the distribution of relativizers in both varieties using a probabilistic approach.

The analysis is based on a dataset of approximately 2,000 tokens and employs the PrInDT package in R (Weihs and Buschfeld 2023) to model a conditional inference tree and identify interactions among the predictors influencing relativizer selection. The results indicate that the distribution of *that* and *which* is significantly conditioned by both the syntactic function of the relativizer and variety. Whereas British English is sensitive to the register of the text, Gibraltar English shows stylistic levelling, with a consistent preference for *that* across all registers. This pattern is interpreted as the combined effect of ongoing colloquialization and language contact.

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## The length constraint on English lexical blends revisited

However popular and increasing in number (Bryant 1974; Beliaeva 2019), blends do not enjoy limitless productivity; they are also subject to certain semantic and phonological constraints. One of the most prominent restrictions of the latter type was formulated by Kubozono (1990) as the length rule:

In AB/XY → AY,

XY and AY are equal in phonological length

According to Bauer (2012, 14) “the longest base word sets up a maximum length for the blend.” Both Kubozono and Bauer admit that there are many exceptions to this constraint. In this presentation we argue that a sizeable number of exceptions to the constraint can be explained in a principled way and the constraint salvaged. Most obviously, the constraint does not apply to blends that have three or more source words (cf. *turducken* or *Thankshallowistmas*). Secondly, lexical blends from two sources may be longer in terms of syllables than their longer source word in case a shorter blend would be too opaque and make the recovery of the source words too difficult or impossible, in particular of the head (typically the second source), as in the case of *exaccurate* from *exact* and *accurate*, when compared to *exarrate* *orexurrate*, or *ufocals*, from *UFO* and *focals*. Thirdly, the constraint does not apply if the second source is represented in the blend in the phonological overlap followed by what otherwise functions as a suffix, as in *nintendonitis*, from *Nintendo* and *tendonitis* (overlap in /tɛnd/ followed by /ən/ or /əʊn/ and *-itis*). Finally, the constraint is overridden if the second source is truncated to a splinter that is more or less massively used in analogical formations and is on its way to become a suffix-like element, as *-cation* in *quietcation* (*quiet* + *vacation*), *renovacation* (*renovation* + *vacation*), or *-tini* in *vodkatini* (*vodka* + *martini*).

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## **Moving round in circles (and finding new things along the way)**

This presentation is meant as the opening paper to the “Social variation and norms in Outer Circle Englishes” panel. It traces the development of the World Englishes paradigm, with particular attention to the “Circles” model and the critiques it has generated (Bruthiaux 2003; Pennycook 2007; Saraceni 2015). Its central aim is to offer a deliberate provocation by questioning the continued usefulness of the Outer Circle as a conceptual category, thereby establishing the theoretical and critical foundation for the papers that follow.

The paper examines the broader challenges of categorising English varieties, focusing especially on how Outer Circle varieties have often been described. It argues that such descriptions tend to foreground shared colonial histories while underrepresenting the dynamic and highly diverse sociolinguistic contexts in which local Englishes have developed.

The paper concludes by engaging with a metaphorical interpretation of “circle” as an intellectual exercise: it suggests that critique of the Circles model be followed by a revisiting and re-evaluation of the concept to explore its potential renewed value. This reframing sets the stage for the subsequent contributions in the panel, in which the relevance of the “Outer Circle” is discussed with regards to specific sociolinguistic settings.

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## **Crisis memes: comparing the conceptualization of crisis in the COVID-19 pandemic, the war in Ukraine, and climate change**

With growing scholarly interest in multimodal communication, internet memes have emerged as an interesting subject of study, offering insights into contemporary digital discourse. Shifman (2014) declares that today’s world is hypermemetic, meaning that virtually all public events prompt the creation of memes. These events include crisis situations, and this phenomenon is closely related to the role of memes as coping mechanisms. By analyzing memes related to three recent crisis situations, i.e., the COVID-19 pandemic, the war in Ukraine, and climate change, my aim is to identify similarities in themes and conceptualizations displayed in the memes (RQ). By selecting crises from different domains (public health, geopolitics, and environmental sustainability), such similarities will provide insights into how people conceptualize different crises, and the research will reveal how people make sense of and respond to them through memes. The presentation will show results from an analysis of 450 memes related to the three chosen crises, highlighting the similarities among them. The study employs Langacker’s (2008) Cognitive Grammar (CG), situated within the field of Cognitive Linguistics (CL). The tools available in CG allow thorough analyses of diverse linguistic phenomena, including multimodal communication, as CL itself assumes that language is not autonomous. Ultimately, the tools enable the identification of similarities across the crises, especially regarding specific domains, or even conceptualizations of higher schematicity. Overall, the results will provide a lens to the internet discourse on crisis situations, shedding light on people’s mental strategies in formulating their opinions or attitudes.

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## “I feel like English is an important part of me.” Polish students’ attitudes towards English

English has been taught as a university subject in Poland for more than a century, and since the 1990s it has also become a compulsory subject for all Polish schoolchildren. As a result, Polish learners and users of English have increasingly participated in the global mainstream of English language communication, gradually employing English not only in educational settings but also at work, while travelling, consuming entertainment, and using the Internet. Owing to the intensity of English use and exposure, particularly among young adults, Poles have widely accepted and adapted to the presence of English in their everyday lives, in many cases shifting from treating English as strictly a foreign language to viewing it as, in part, their own. The aim of the paper is to examine how young adults, primarily students representing a range of disciplines from various Polish universities, perceive the role of English. The sociolinguistic analysis draws on data collected in 2025 as part of the SPEAKEng international project initiated by the University of Ljubljana, which investigates the use of English across Europe. The focus here is on the open-ended survey questions addressing students’ attitudes toward English, their views on its positive and negative aspects, and the ways in which they compare it with the role of their native language. Based on 384 responses, the study explores respondents’ observations about the contexts in which they use English, their reasons for doing so, and their attitudes toward both English and Polish, including perceptions of how the two languages coexist. In interpreting the responses, the study also considers potential perceptual differences related to gender and field of study. The findings aim to contribute to the delineation of newly emerging second language identities and to a potential re-evaluation of the traditional view of English as a foreign language in Europe.

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## On the use of Māori expressions in Māori/Aotearoa English: insights from the New Zealand Stories Corpus

In the context of New Zealand Englishes, the presence of Māori words has been explored substantially in research on General New Zealand English (also called Pākehā English; e.g. Kennedy 2001; Macalister 2004, 2006; Daly 2008; Degani & Onysko 2010; Calude et al. 2019a, 2019b; Onysko & Calude 2014; Trye et al. 2023). Such interest can be explained by the fact that Māori lexical borrowings are said to represent the most distinctive trait of the variety (e.g. Deverson 1991; Bell & Kuiper 2000) and have also been regarded as “what remains at the core of how we define ourselves as New Zealanders” (Macalister 2004: 34). In contrast to this, in Māori English, the variety typically associated with the indigenous Māori population, the use of Māori terms and expressions has been researched only marginally (as an exception, see King 1995). This study intends to address this gap by focusing on selected data from the New Zealand Stories Corpus (see, e.g. Degani & Onysko 2024), which, among others, collects narrations told by Māori bilingual speakers of Māori and English, considered to be core representatives of Māori/Aotearoa English. The major aim of the study is to provide an accurate picture of the usage of Māori expressions in the stories. This will include a close focus on the different types of Māori terms, codeswitches and hybrids employed by the speakers. A close textual analysis will delve into the range of motivations for their occurrence and the functions they serve. Finally, we will also shed light on how the Māori elements are integrated in the English stories in relation to the interactive nature of the narrations and their discourse dynamics. This multi-layered analysis will further our understanding of Māori/Aotearoa English from the perspective of Māori-English bilingual practices.

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## The semantic-pragmatic shift of literally: An investigation into American youth speech

This study investigates the multifunctional behavior of the adverb *literally* in American youth speech through the analysis of 23 episodes of *Lol Podcast*, a show hosted by five Americans aged between 15 and 24 and primarily targeting a teenage audience. The ultimate scope is to clarify such a multifunctionality of *literally* in terms of grammaticalization and pragmaticalization (cf. Traugott 2003; Diewald 2011). The rising frequency of *literally*, public debates about its presumed “misuse”, and lexicographic evidence (cf. OED), indicate that *literally* is undergoing a semantic change, extending beyond its original meaning of ‘in a literal sense’ (cf. Quirk 1985; Powell 1992; Israel 2002). Recent studies (see Bueno-Amaro 2022; Aijmer 2023, among others) suggest that *literally* is developing significant pragmatic versatility as a result of a process of grammaticalization (and pragmaticalization), in which the original meaning is partially blurred in favor of a layering of new discourse functions, a pattern also observed in other English emphasizees and degree modifiers (e.g. *really*, *absolutely*; cf. Paradis 2003; Tao 2007). While these studies focus on the development of *literally* in British English, the present study offers new insights into informal American youth interaction. Spoken data were digitally collected and managed with *Filmot* and *Sketch Engine*. Results show increasing positional and combinatorial flexibility, including semi-independent and stand-alone uses, which represent evidence for an advanced pragmaticalization of *literally*. In addition to previously attested ones, four additional functions emerge: i.e. mitigator, focalizer, illocutionary emphasizee, and stand-alone question marker. In line with previous findings, the results support the hypothesis of an ongoing (inter)subjectification process undergone by *literally*, ranging from less-subjective uses, to speaker-based uses –denoting the speaker’s subjective stance –and, ultimately, to discourse-oriented uses. The use of *literally* as discourse-pragmatic marker –serving as a turn-holding, turn-taking, or attention-getting device –and in stand-alone responses (e.g. *Yeah literally!*) and questions (e.g. *Literally?*), provides new and significant evidence of its advanced semantic-pragmatic shift.

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## Written legal discourse across World Englishes: A corpus-based study

This paper examines the distribution of linguistic features typically associated with legal discourse (see, e.g., Hiltunen 2012; Tiersma 1999; Williams 2004) in a corpus of written legal documents representing six World Englishes, i.e. British English, American English, Australian English, Nigerian English, Indian English and Jamaican English. The main aim is to investigate similarities and differences in legal writing between metropolitan and postcolonial Englishes.

The underlying corpus consists of six subcorpora (i.e. one per variety), each of which contains fifteen 2,000-word excerpts of legal terms and conditions (T&Cs) provided by the websites of companies headquartered in each of the respective countries, resulting in a 180,000-word corpus with 30,000 words per subcorpus. The linguistic features under investigation include sentence complexity/length as well as the use of passive voice, the modal *shall*, compound adverbs (e.g. *hereunder* or *thereof*) and lexical repetitions, as illustrated in (1).

(1) Seller shall be entitled to suspend the delivery of any goods purchased by buyer if buyer fails to pay any amounts when due hereunder and such failure continues for 10 days following written notice thereof.

(T&Cs of Berkshire Corporation (USA))The present study adopts a quantitative approach, focusing on the questions of (i) how linguistic features characteristic of English legal discourse are distributed in the six subcorpora under investigation, and (ii) to what extent the corpus data show variation between metropolitan and postcolonial varieties of English. The results suggest a cline between metropolitan and postcolonial Englishes, with Australian and Indian English displaying the lowest and highest frequency of features, respectively, and the other varieties exhibiting features to varying degrees. The findings are contextualized with respect to the worldwide Plain English Movements and their potential effects on legal English around the world (see, e.g., Williams 2004, 2011).

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## Tracing dispositions and interactional practices over time in ELF interaction: A longitudinal case study

This paper reports on a pilot study that investigates how students—with and without prior exposure to ELF instruction—develop their disposition toward “English” over time through engagement in ELF interactions. Adopting a holistic perspective on language attitudes and interactional resources, the study explores the methodological potential of combining Language Assemblages (Pennycook 2024) as a theoretical framework with longitudinal conversation analysis (e.g., Pekarek Doehler and Berger 2016) as a methodological approach. While a growing body of research has examined the impact of ELF-informed instruction on students’ language attitudes, comparatively little attention has been paid to how such knowledge is enacted over time in situated ELF interactions. Although some longitudinal studies have traced changes in language attitudes, the development of interactional behavior remains underexplored. Moreover, direct comparisons between students with different levels of ELF instructional experience are still scarce. To address these gaps, this pilot study asks what similarities and differences emerge in students’ language attitudes and interactional practices over time between those with and without prior ELF instruction. The study draws on longitudinal case studies of two Japanese university students—one with prior ELF instruction and one without. Over a three-month period, both participants engaged in bi-weekly dyadic ELF interactions with international peers, video-recorded for multimodal analysis and complemented by reflective journals and a final semi-structured interview. It is anticipated that the analysis will reveal different ontological shifts in how the two students orient to and engage with “English” in their communicative practices. By tracing how dispositions and interactional practices are assembled and reconfigured over time, the paper aims to demonstrate both the potential and the challenges of combining Language Assemblages with longitudinal conversation analysis as a methodology for capturing the dynamic, multimodal, and situated nature of ELF users and their repertoires. (292)

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## Plural marking variability in Korean Englishes

Globalization and the spread of Korean pop culture, among other forces, have pushed the bounds of English use by South Koreans. As Park and Abelmann (2004, 650) suggested decades ago, “what it means to be South Korean is transforming: increasingly, to be South Korean means to be South Korean ‘in the world’” with English playing a key role. The meaning of ‘Koreanness’ in general necessarily expands beyond national borders as it also includes 7.3 million members of the diaspora (Choi 2025). The term Korean Englishes refers to all English varieties of L1 Korean speakers, acknowledging the transnational nature of ‘Koreanness’ (Jenks and Lee 2017). This paper compares data from three Korean Englishes: interviews with Korean American immigrants, interviews with South Koreans, and televised Korean English in the Canadian sitcom *Kim’s Convenience* (2016-2021). Corpus linguistic and variationist sociolinguistic methods are used to analyze reduced plural marking after quantifiers, i.e. enough bookØ, a characteristic feature of spoken South Korean English (Rüdiger 2019, 84). This paper aims to answer the question: what can a comparison of the reduced plural marking in these datasets tell us about how characteristic this feature is across Korean Englishes?

The interview datasets show rates of reduced plural marking after quantifiers similar to Rüdiger (2019), though the televised data exhibit a rate of 84%. This overuse suggests that this feature is ‘load-bearing’ (see Irvine-Sobers 2018 and Wengler 2025) or indexes a Korean English to the audience. Random forest analyses (e.g. Tagliamonte and Baayen 2012 and Gries 2020) will be employed to determine language-internal and language-external constraints on plural marking. The influence of language-external factors, like age of acquisition, are expected to differ between the interview datasets, while language-internal factors, such as a preceding quantifier, should be similarly predictive. The statistical analysis of televised Korean English will help shed light on how a recognizable ‘Koreanness’ is linguistically constructed via plural marking, corroborating this feature’s characteristic-ness.

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## **Invariant tag questions in British and American English –A comparison of data from BSLVC, e-WAVE and GloWbE**

Given that most studies on the use of tag questions in British and American English focus either on canonical tag questions in these varieties (e.g. Tottie and Hoffmann 2006; Algeo 2006) or invariant tag questions in one of these varieties (e.g. Stenström 1997), the aim of the present study is to compare the two varieties when it comes to the usage of five invariant tags recorded in BSLVC (isn't it, innit, no, is it and eh) with the data from e-WAVE and those recorded in the Corpus of Global Web-Based English (GloWbE) containing about 1.9 billion words from twenty different countries in which English is used as ENL, ESL or EFL. In addition, the invariant tag *right* is included in the comparison between the two varieties recorded in GloWbE, despite the fact that it has not been recorded in BSLVC. The argument for including *right* in this study is based on casual observation of private conversations and TV shows mostly in American English, which tentatively points in the direction of this tag being quite frequently used in AmE. Also, since Tottie and Hoffmann (2006) did not find instances of *innit* in their American data at all, we posit a tentative assumption that *right* might fill this gap in informal speech in AmE. Interestingly enough, BSLVC does record *innit* being used in AmE as well, which then can be further investigated since one of the advantages of BSLVC is the fact that it offers rich sociodemographic metadata (Schuetzler et al. 2025), allowing a researcher to search for an explanation of such apparent discrepancies.

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## **On the acrolectal origins of Outer Circle Englishes: Assessing real-time evidence from colonial British Malaya**

This paper addresses a diachronic research gap in the emergence of local Englishes in the Outer Circle and the ensuing potential of lasting effects until the present day. As English was first introduced to local elites to allow their participation in the colonial administration and only spread to other social strata at later stages, the question arises whether current acrolectal registers are not only influenced by exonormative standards, as is the case for the Expanding Circle, but additionally affected by local acrolectal usage from the colonial period, including feature retention (a.k.a. “colonial lag”). By means of a case study of colonial English in British Malaya and its postcolonial successor varieties Malaysian and Singaporean English, this paper empirically tests the claims made by the Dynamic Model (Schneider 2007) regarding developments in its second phase of exonormative stabilization and investigates which of these developments persist beyond the third stage of nativization by using a real-time approach, in contrast to the apparent-time approach commonly used (Huber 2019, 488). Furthermore, the study assesses whether the concept of forces as proposed in the Extraand Intra-Territorial Forces model (Buschfeld and Kautzsch 2020) can be extended to include long-lasting effects of identifiable forces from the colonial era. This empirical investigation is based on a corpus of early English in British Malaya currently under compilation, which includes acrolectal texts authored by speakers from the indigenous and adstrate strands, such as administrative documents, newspapers, and academic writing. Findings from historical data are contrasted with recent equivalents taken from the Malaysian and Singaporean components of GloWbE (Davies 2013). The expected findings are that in addition to extinct features that did not persist beyond nativization, extant features dating back to the colonial period continue to shape acrolectal registers in Outer Circle varieties, thus setting them apart from the other circles.

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## **Nigerian English in pop culture: An analysis of the graphic novel “On Ajayi Crowther Street”**

The language of comics or graphic novels has attracted much scholarly interest, for example, in terms of multimodal meaning-making (Bramlet 2016). However, this pop cultural genre has been underresearched in the fields of sociolinguistics and World Englishes. An exception is Walshe (2023), who illustrates linguistic stereotyping of Irish characters in American comics, while most research on the literary representation of New Englishes has relied on traditional literature (Bamiro 2006). This paper presents a sociolinguistic analysis of the Nigerian graphic novel *On Ajayi Crowther Street* (John and Onaji 2019). The spoken text of the graphic novel sums up to 15,212 words produced by 46 speakers, whose English is variably marked by Nigerian Pidgin. With a qualitative multimodal and a quantitative variationist analysis, the paper addresses the following research questions:

- On which linguistic levels is the use of Nigerian Pidgin marked in the graphic novel?
- Who are the characterological Standard Nigerian English and Nigerian Pidgin speakers in the graphic novel?
- How do age, gender, and social class constrain the use of Nigerian Pidgin in the graphic novel?

In contrast to the stereotypical outsider representations of specific Englishes (Walshe 2023), the novel does not mark speech for Pidgin via eye dialect but via grammatical structures (e.g. negation with *no*), and mostly pragmatic markers like *o* and *abi*. Typical Standard Nigerian English speakers are older, upper-middle class Nigerians, while stereotypical Pidgin speakers are younger, working-class females. In contrast to clear code-switches in Nigerian literature (Bamiro 2006), actual variation is very fluid in the graphic novel and is affected by age, gender, and social class. On a wider level, this analysis shows that data from pop culture can be used as data to give a first account of sociolinguistic stratification and to illustrate the enregisterment (Johnstone 2011) of different varieties in a speech community.

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## **The hassle of translating and distinguishing between strong and weak ‘some’ free choice and polarity ‘any’**

This paper investigates the translation of English polarity-sensitive items (*some/any*) under negation and other intensional operators, with a particular focus on the distinction between Strong vs. Weak *some* and Free Choice vs. Negative Polarity *any*. Drawing on formal semantic accounts of polarity and scope, the study examines how these theoretical distinctions manifest in actual translation choices and whether they pose systematic difficulties for trainee translators. The study pursues two research objectives: (i) to identify recurring semantic and syntactic errors made by Translation Studies students when translating sentences containing polarity items in the scope of negation or intensional operators, and (ii) to compare student translations with the output of Machine Translation (MT) systems in order to assess how well each handles polarity constraints and specialized Financial–Banking terminology. Methodologically, the study is based on a controlled translation task administered to Translation Studies students who had not previously encountered the test sentences. Their translations were compared against the output of five widely used MT systems. The analysis combines qualitative error analysis with a contrastive comparison grounded in semantic theory, focusing on scope interpretation, polarity licensing, and terminological accuracy.

The results show that students generally outperform MT systems, particularly in contexts requiring sensitivity to polarity licensing and domain-specific terminology. While MT frequently produces grammatically fluent but semantically inaccurate translations—failing to respect syntactic constraints or polarity sensitivity—students more often preserve intended scope relations and meaning. These findings suggest that theoretical knowledge of semantics, combined with human inferential reasoning and translation training, contributes to more accurate renditions than current MT systems. The discussion relates these findings to Schleiermacher’s notion of linguistic “plasticity,” arguing that human translators’ ability to adapt language to convey meaning faithfully remains crucial where semantic subtlety and contextual interpretation are required.

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## Mapping Slovene learner English profile in the BSLVC

The concepts of English as an International Language, English as a Lingua Franca, and more recently, English as a Lingua Cosmopolitana (Dobrić et al. 2025), emphasise cross-linguistic international communication rather than the status of individual varieties (Seidlhofer 2004). This perspective highlights the need to investigate variety-specific features and L1 transfer in underexplored Learner Englishes.

The paper provides an overview of prevalent morphosyntactic features of Slovene Learner English (SLE) in comparison with other varieties. By examining questionnaire data from the Bamberg Survey of Language Variation and Change (BSLVC; Krug and Sell 2013), the study identifies areas of convergence in both written and spoken registers, highlighting clusters in which Slovene speakers share specific features with L1 English speakers, on the one hand, and L2 English speakers from Germany, Spain and Sweden, on the other. Moreover, it focuses on the most pronounced differences across these speaker groups.

The findings are evaluated in terms of the evolving status of Learner Englishes and learner variety homogeneity in order to provide a more comprehensive understanding of observed patterns and language variation. While it would be premature to speak of a distinct “Slovene English” in the sense of a language variety with its own community, English can no longer be regarded in Slovenia as a foreign language belonging solely to native speakers, as part of a process that has been increasingly present in Europe since at least the 1990s (Phillipson 2007; Mair 2024).

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## Two sides of the EMI coin - Croatian EMI lecturers' perspectives

English-medium instruction (EMI) refers to “the use of English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English” (Macaro et al., 2018: 1). Given that the majority of lecturers are non-native speakers of English, EMI represents a challenging environment and poses additional teaching and linguistic challenges (Alhassan 2021; Hessel et al 2020, Macaro 2020). However, due to their professional and academic status, many feel reluctant to acknowledge and discuss openly the challenges they encounter in the classroom (Fish and Fraser 2001; Sah 2023). Despite the fact that teaching teaching tgeough English is more demanding, tan in the mother togne, it can also repret a rewarding experience (Drljača Margić and Vodopija-Krstanović 2022).

This study explores the reflections of 20 Croatian university lecturers on how teaching in English affects their: a) overall job satisfaction, b) class preparation, c) teaching practice. Semi-structured interviews were conducted to gain insights into lecturers' perspectives at two faculties at a European university. Although a minority of lecturers reported having faced major repercussions on their personal and professional lives, such as investing substantial time and effort and doubting their future in teaching, the majority, nevertheless stated that teaching in EMI was a positive experience, resulting in improved English language skills and increased job satisfaction. In conclusion, this study reveals a sharp dichotomy between lecturers' experiences, which might indicate that problems in EMI classrooms are quite heterogenous and should not be treated using a one-size-fits-all approach. Also, lecturers' views should be used to enhance both preparation and motivation of novice and experienced EMI lecturers.

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## Why shall I call you 'ze'?

Ten years ago, the Oxford University's Students Union (OUSU) pioneered the adoption of the use of gender-inclusive pronouns in the English-speaking European academic community, which attracted the interest of the public. The present study adopts an empirical perspective with the aim of exploring the social perception of the gender-neutral neologism at the time of its first encouragement of use in academic institutions. More specifically, it seeks to ascertain the extent to which adoption and resistance characterised the public attitude towards the idea of institutionally introducing a neopronoun (ze) in the English language (RQ1) and also, what arguments were used to legitimise either side of the argument (RQ2).

The discourse plane investigated in the research was comments given to online newspaper articles. The rationale for this choice was that the genre of comments is rich in evaluative language, and in the expression of stance and sentiments (Ehret & Taboda, 2020; Cavasso, & Taboada, 2021). A near-thousand (N=836) comments from online dialogues displayed on the websites of six British newspapers (three broadsheets and three tabloids) during a one-year period (December 2016 –December 2017) were analysed qualitatively. Content analysis was conducted to study the arguments put forward by both sides. The analysis also enabled the uncovering and identification of underlying assumptions, i.e. premises that were not explicitly expressed. The results of the study indicate that the willingness to adopt the gender-neutral English pronoun was markedly underrepresented in the corpus (1.32%). The legitimation arguments proffered for the adoption included kindness, equality and neophilia. Conversely, the resistance to the introduction of ze (80.98%) was underpinned by a dozen arguments, including the lack of necessity, confusion, practicality and the significance of physical reality.

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## **‘Whodunit’ in the classroom: Increasing students’ motivation and communicative competence through role-play implementation**

Contemporary educators face various challenges in the classroom, such as keeping students’ attention and raising their motivation for learning. Simultaneously, students are exposed to diverse content in the English language, which they receive mostly passively through social media sites. This reduces their active, communicative engagement. Drama incorporates Total Physical Response (Varga and Molnar 2022), which is one of the best ways to learn a language through active involvement (Linse 2005). As stated by Altun (2015), role-play enhances communication skills and competence, additionally indicating vocabulary growth. To test this theory, role-play lessons were conducted in three different high school classes: 1st grade, 2nd grade, and 3rd grade. For the 2nd and 3rd grades, a ‘murder mystery’ role-play setting was based on Agatha Christie’s novels *The Murder of Roger Ackroyd* and *A Murder is Announced*, while the 1st grade engaged in an imaginary Christmas ‘whodunit’ mystery. A total of 62 students participated in this activity. To gather data, students were given a questionnaire consisting of 15 questions on motivation and communication during and after the activity. The aim of this research was to test whether students’ motivation, as well as communicative competence, could increase by implementing roleplay in the classroom. The research questions examine the correlation between role-play in class and students’ motivation, and the influence of character embodiment in a familiar setting on communicative competence in language learning. The findings across all three groups indicate that both communicative competence and motivation demonstrated a strong increase compared to the normal classroom setting. Furthermore, students reported learning something new, as well as significantly lower speaking anxiety levels.

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## **Leveraging video game livestreams to explore intra-individual variation of pragmatic markers over time**

The present study constitutes a case study of intra-speaker variation in the use of pragmatic markers over time from the perspective of usage-based construction grammar. Specifically, the study investigates fluctuations in usage frequency within a set of mitigators from the semantic field of TRUTH (e.g., honestly, to tell you the truth, not gonna lie). Previous work on intra-individual variation suggests that the linguistic system does not remain stable over an individual’s lifetime but is, in fact, malleable and susceptible to change (Fonteyn and Petré 2022; Neels 2020; Harrington 2006). This case study contributes to this body of work by offering a quantitative investigation of intra-speaker variation and entrenchment in the use of pragmatic markers over time, employing the Entrenchment-and-Conventionalization Model (Schmid 2020).

The data for this study comprise the transcripts of ~710 live video streams (~14 million words) by three female speakers recorded between 2018 and 2025. From these transcripts, approximately 10,000 TRUTH-markers were extracted. The analysis revealed that the most frequent variants (honestly, to be honest), remain stable over time, while medium frequency items are highly variable, i.e. are frequently used by one speaker in one year but completely disappear the next. Furthermore, the data contain a substantial number of low-frequency items that occur only once or twice. The relative stability of high-frequency items suggests that these types are fully entrenched and routinely activated. Medium-frequency types, however, do not appear to reach full routinization. Although these items achieve high frequencies for short periods, they are easily replaced by other items. This indicates that the determining factor for pragmatic markers to become entrenched is not merely high frequency of exposure and use, but specifically high frequency sustained over longer periods. The large number of low-frequency types further suggests that some degree of schematization has occurred, allowing for ad-hoc formations.

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## **From protest to Hikoī - Discursive constructions of Māori mobilisation in old and new media**

In recent years, Māori protest has moved to the centre of public debate in Aotearoa New Zealand, with nationwide hikoī, intensifying Treaty of Waitangi contests, and highly mediatized moments such as MP Hanna Rawhiti's suspension from Parliament for leading a haka. Against this backdrop, this paper presents a pilot study within a larger project, examining how the November 2024 hikoī against the Treaty Principles Bill is discursively constructed in New Zealand English across institutional news media and algorithmically curated social media, and how these constructions differ in naming, stance, and agency. Grounded in critical discourse studies (van Dijk 2008; Wodak and Meyer 2016) the study theorizes hikoī talk as a site where gatekeeping and algorithmic amplification differently mediate Indigenous mobilisation.

Adopting a corpus-assisted analytical discourse approach (CADS) (Baker 2006; Cheng 2013; Partington et al. 2013), the dataset comprises two small-sized corpora: (1) mainstream news texts from NZ Herald, Stuff, and RNZ, and (2) Reddit and X posts surfaced via platform search and trending functions. Using frequency, keyword, and collocation analysis, the study systematically compares patterns of naming (hikoī versus march, protest, riot), evaluative stance (positive, negative, neutral), and attribution of agency to collective entities, institutions, or individual activists. Social media posts are additionally coded for amplification metrics (upvotes, retweets) to explore correlations between linguistic patterns and visibility.

The findings provide an initial set of observations on how mainstream news outlets and algorithmically curated social media platforms discursively construct Māori mobilisation and will serve as a foundation for a larger scale investigation in the ensuing phases of the project with expanded corpora.

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**Perceptions of variation: The use of Māori loanwords in New Zealand English**

New Zealand English (NZE), the dominant language variety spoken in Aotearoa, presents an interesting case study on language contact. Arguably, its most distinguishing feature is the vast amount of lexical material that it continues to borrow from te reo Māori—the indigenous language of Aotearoa (Deverson 1991, 18; Trye et al. 2023, 30). However, the use of this lexical material within NZE presents a salient and contentious topic. For example, Māori words are often contextually restricted in the media (de Bres 2006, 32), and speakers are expected to avoid adapting them to the linguistic characteristics of NZE (e.g. morphosyntax) (Davies and Maclagan 2006, 96–97). The reality of their use seems to stand in contrast to bilingual and bicultural language aspirations (Harlow 2005, 140; Degani 2010, 192). Despite this, little is known about the perceptions of Māori loanword usage compared to the use of equivalent terms from NZE, beyond media-fuelled opinions. Schools in Aotearoa present fruitful ground for attitude research, as they are expected to provide learners with resources about the Māori language and culture (Stewart 2014, 4). We present evidence from two matched-guise experiments probing the sociopragmatic evaluation of speakers who use te reo Māori loanwords in NZE compared to those who do not use them. In total, data from 339 primary school pupils and 20 teachers were collected. For the experiments, audio recordings of two versions of a 76-word script were created. The two versions differed only in 14 lexemes—te reo Māori loanwords in one version and near-synonymous English equivalents in the other. Data from both groups were collected through forced-choice and open-ended questions. Results indicate that children develop preferences for the inclusion of loanwords during the later primary school years. Insights from the open-ended questions further suggest a growing awareness of national and international prestige and belonging. In this presentation, attention will be given to the answers to the open-ended questions and how they contribute to our understanding of identity construction within NZE.

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## Cosmopolitanisation as a further pathway in the development of a lingua franca

The dominant sociolinguistic account of lingua-franca diffusion predicts a recurrent outcome: sustained cross-group use tends to localise, yielding nativised, locally legitimate varieties (Schneider, 2003). Yet some historical trajectories diverge from this pattern. In certain periods, a layer of lingua-franca use can stabilise above local speech communities, become overwhelmingly L2-mediated and remain productive across multiple domains for centuries. We term this additional pathway cosmopolitanisation and treat Sanskrit, Latin and Classical Arabic as arche-typical cases (Pollock, 2006; Leonhardt, 2013; Mallette, 2021). Drawing on a comparative historical-sociolinguistic synthesis, the paper argues that this configuration is not adequately explained by any existing framework centred on supra-regional language use. Starting from lingua cosmopolitanas as supralocally stabilised lingua-franca configurations of this kind, it infers four sociolinguistic requirements that make the trajectory plausible: (1) relatively permeable imperial diffusion, (2) early linkage to a transregional cultural framework, (3) reproduction beyond exclusive political sponsorship, and (4) weakening of native-speaker reference. The account is validated using out-of-sample evidence by first grouping six additional cases by their proximity to the lingua cosmopolitana profile and then assessing whether the requirement-set predicts that grouping, thereby mapping graded fits, misalignments, and boundary conditions. Results from the validation show a largely systematic alignment between requirement presence and the profile-based classification of the new cases, and they indicate how the same lens can sharpen current debates on whether (and in which domains) English is best understood as moving beyond ordinary lingua-franca localisation toward a more durable cosmopolitan configuration.

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## Past marking variation in Tobagonian Standard English

Trinidad and Tobago constitute a two-island nation, but their (colonial) histories and linguistic situations are distinct: While Trinidad shows a diglossic distribution between Standard English and a mesolectal English-based Creole (Winford 1985), Tobago adds a basilectal home variety (Youssef and James 2004, 513; Youssef 1996, 3). The completion of ICE-T&T enables systematic research of the standard, but existing work has centred on Trinidad (e.g., Deuber 2014). Research on Tobago, however, has focused on the creole (e.g., James and Youssef 2004). The lesser-studied Tobagonian standard likely exhibits more creole structures than the Trinidadian, meriting further investigation.

This study analyses past marking variation in Tobagonian Standard English. Since past tense use is rare in conversations (Biber et al. 2021, 454) and the Tobagonian subcomponent comprises only 32 texts, the analysis is mainly qualitative. In the creole, Youssef and James (1999) identify a functional opposition between the foregrounding zero past associated with the creole and the standard form backgrounding events. The research questions are:

- 1) How does the creole influence the choice and distribution between creole and standard past forms?
- 2) To what extent do functional narrative and aspectual uses of the respective forms match the findings of Youssef and James (1999)?

Following previous descriptions (e.g., Winford 1992; Deuber and Youssef 2012), the relevant forms are searched in the subcorpus. As zero past forms cannot be directly retrieved, past-triggering environments are identified: surrounding standard past forms, temporal adverbials or narrative sequencing. To provide a holistic examination, the conversational context is analysed using MaxQDA, incorporating topic as an explanatory factor (Youssef 1993). The results are expected to show some creole influence alongside the dominance of standard simple past forms. Tobagonian past marking likely aligns with Youssef and James's (1999) grounding functions, with zero forms mainly occurring in identity-related topics (Youssef 2004, 44).

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## Variation in the use of pronoun forms across grammatical categories and word classes

As inherently variable indexical signs, pronouns have received considerable attention in linguistics (Bhat 2004; Bouissac 2019; Gardelle 2015; Simon and Wiese 2002; multiple features in Dryer and Haspelmath 2013; to name but a few). Contrary to the alleged need for disambiguation of pronominal forms and functions maintained in more prescriptive work such as school grammars or style guides, everyday pronouns reveal flexible usage that is more heavily contextualised. This study, focused on personal pronouns in England, investigates regional patterns of variation (dialects) and variation between informal conversation and formal writing (registers) in the digital database of the Bamberg Survey of Language Variation and Change (Krug, Vetter and Sönning, t.a.), to see which additional insights preference ratings by speakers of English can offer as compared to previous empirical findings in, for instance, dialect corpora (e.g., Hernández 2012, 2021) or eWAVE (Kortmann and Lunkenheimer 2020). Established focal points from the landscape of pronoun deixis and anaphora will include (i) variation in the encoding of CASE (My sister and me/myself/I got along very well when we were younger.), (ii) reduction of ambiguity by pro-forms filling the 2SG/2PL NUMBER gap (Why don't you guys come along to the restaurant?), (iii) variation across word classes (My parents insist on booking the hotel themselves., You know, that's just one of them things), and (iv) pronoun resumption (These flowers I don't like them, me.). Allowing for the possibility that speakers' linguistic judgement may or may not align with empirical findings, the study explores the BSLVC as a new path for perception-based research (Preston 1999; Preston and Long 2002; Montgomery and Beal 2011), shedding new light on pronouns as an area of continued variationist interest and bridging the gap between researcher and speaker.

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## Using the BSLVC as a tool in questionnaire design

There are multiple, partly conflicting constraints that affect the design of sociolinguistic questionnaires (e.g. Dollinger 2015): Items need to be numerous and varied enough for a sufficiently detailed and representative study, but the questionnaire also has to be parsimonious to encourage participation. It is therefore essential for the researcher to select questionnaire items that promise to have a high information value, and to exclude those that do not.

This paper discusses the planning stage of a questionnaire for the grammatical part of a survey of Highland and Island English (HIE; cf. MacKinnon 1984). For an investigation of the variety beyond traditional dialectology, the project will gauge the currency and geographical variation of two classes of features: (A) those believed to derive directly from Gaelic-English language contact and shift, and (B) those generally relevant in present-day (Standard) Scottish English. Class A is relatively clearly defined in the literature (e.g. Sabban 1982), while potential features from Class B not only seem more numerous but also more nebulous, as they have not been explored at a more general, standard-like level (Schützler, Gut & Fuchs 2017). Concerning the latter, the process of questionnaire-oriented feature selection is therefore more challenging.

After a brief introduction to the project as a whole, the paper will focus on strategies for the selection of Class-B features. A feature's potential will be positively evaluated if (1) it is mentioned in the standard literature (e.g. Miller 2008) and/or (2) evidence from the Bamberg Survey of Language Variation and Change (BSLVC; Krug & Sell 2013) or other empirical research suggests that it is substantially more frequent in Scottish English, compared to Standard Southern British English. Applied to the case of HIE, the paper hopes to encourage a discussion of how these two perspectives can be blended to maximise the success of a relatively compact questionnaire design.

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## Ideology, institutional inertia, and the assessment of pragmatic competence in ELF-aware pedagogy

Research on English as a Lingua Franca (ELF) has demonstrated the fluid, negotiated, and context-dependent nature of contemporary English use, although the pedagogical and institutional integration of these insights remains limited. In response to the BICLCE11 thematic session's call to examine the real-world relevance of ELF communication, this paper investigates how ideologies in English language teaching and institutional structures constrain efforts to embed ELF-aware pedagogy within higher education contexts. Drawing on work on native speakerism, essentialism, and neoliberal managerialism, the study conceptualizes structural inertia as a systemic force which sustains monolingual normativity and inhibits pedagogical transformation. The discussion synthesizes two domains of inquiry: (1) a reflexive account of a decade-long attempt to establish and sustain an ELF program at a Japanese university, illustrating how institutional pressures, accountability structures, and inherited professional ideologies shape teaching and learning practices; and (2) the development of analytic rubrics for pragmatic competence which emphasize intelligibility, accommodation, and communication strategy use as central to ELF interaction. Developed using the locally created ELFJ corpus, these constructs challenge evaluative paradigms which privilege correctness and standardization, exemplifying how assessment practices may reproduce or resist entrenched ideologies. The study suggests that ELF-aware pedagogy requires not only curricular revision but also a reexamination of theoretical assumptions and institutional practices which are prevalent in English language education. It concludes by outlining conditions under which ELF-informed pedagogy may progress, including dialogic professional development, critical engagement with assessment practices, and institutional recognition of multilingual, emergent, and negotiated language practices as legitimate communicative resources.

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## The impact of English on Malay: Evidence from Personal Pronouns

Recent research attests the use of English pronouns in Malay (see examples below), variably interpreted as borrowing, code-switching, or socio-cultural indexing (Lee 2023; Mansor 2019; Othman 2006; Treffers-Daller et al. 2022). Generally, pronouns are considered unlikely targets of contact induced change (Matras 2020; Siemund 2024). We here ask which factors influence English pronoun use in Malay.

- (1) Dekan nak jumpa you esok.  
dean want see you tomorrow  
'The Dean wants to see you tomorrow.'
- (2) (2) Tolong bagi I buku tu.  
please give me book that  
'Please give me that book,'

The study uses an online questionnaire distributed to 284 participants in Kuala Lumpur. It collects both speaker background variables and speakers' perceptions on pronoun usage. Especially the forms I and you are widely used amongst the urban and educated youth, both male and female. There emerge sharp differences in relation to awareness, use, form types, gender, ethnic background, situations, interlocutors, and locales. We use multivariate modelling to assess the impact of various social background predictors (gender, ethnic background, and language background) on a set of response variables capturing English pronoun usage in Malay.

We interpret the findings in terms of socio-cultural indexing (Agha 2007; Duranti 2007). The young urban Malay elite indexes a Western egalitarian stance using English pronouns. English is significantly impacting Malay in this grammatical domain. We argue that the study of Malaysian English needs to include the local languages and the influence of English on them.

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## **A corpus-based study of ESL and EFL learners' use of dependency-based word pairs**

Previous research indicates that ESL and EFL learners differ in their exposure to L2 input (Götz and Schilk 2011), and such differences may influence L2 production. For example, ESL learners, who typically receive English input from a wider range of sources, tend to exhibit greater lexical diversity (Zhang and Kang 2022) and use phrasal verbs in a more native-like manner (Gilquin 2025). This study focuses on one type of formulaic language, dependency-based word pairs (i.e., words linked by syntactic relations such as verb + direct object), and investigates whether any similarities/differences emerge in the use of these pairs in ESL and EFL essays.

We examined eight dependency relations identified by three professional English instructors as particularly important for ESL/EFL learners. Specifically, we analyzed the sophistication (measured by Mutual Information values) and diversity (measured by type-token ratios) of word pairs representing these dependency relations in English L2 texts, based on the assumption that higher-level learners would produce pairs that are both more sophisticated and more diverse (Paquot 2019). Our ESL/EFL datasets were drawn from the ICNALE corpus (Ishikawa 2023), which includes English L2 writings collected in both ESL and EFL contexts and categorized by CEFR proficiency levels. Using the spaCy Python package, we extracted our target dependency-based pairs and assigned them Mutual Information values based on COCA (Davies 2008-). Several noteworthy findings emerged from our results. While both higher-level ESL and EFL learners produced more sophisticated pairs, only higher-level ESL learners demonstrated greater diversity. Surprisingly, lower-level ESL texts exhibited higher diversity than higher-level EFL texts. Further analysis indicated that, compared with EFL students, ESL learners were more likely to use a wide range of word pairs to express similar ideas. We conclude by discussing implications for future research on English L2 phraseology and pedagogical suggestions for EFL instruction.

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## **Bringing out-of-school English to the EFL-classroom –a project with elementary school children**

In most German elementary schools, English is taught as the first foreign language. For some students, it is not that foreign after all. English is increasingly becoming part of our everyday life, sometimes in the form of commercials, advertisement, or other exposure in our 'linguistic landscape' (Shohamy 2018). Sometimes, we search for it on purpose, especially in the 'digital wilds' (Sauro/Zourou 2019). This is true even for young learners. It is not surprising therefore that there has been an increase in research about students' use of English outside the classroom. What is still scarce are studies conducted with elementary school children. (How) do young ones in countries like Germany engage with English outside school? Would it be helpful to merge this with English in school, as some studies with older children suggest (Schurz/Sundqvist, 2022)? If extramural English is to have an effect on how English is taught even to young learners, there needs to be an awareness first of what the students know. In my 3-months long project that was conducted with 4 3rd grades in Germany, students were encouraged to share words and phrases they had picked up outside their English lessons. These were then collected on posters and displayed in the classroom. To my knowledge, this exact method has never been used before, and I wanted, therefore, to explore, whether the method itself is a useful means to bridge the gap between extramural English and school English, as English found in our linguistic landscapes and the digital wilds is to some extent different from what is taught at school (e. g. McDonald's "I'm loving it"; cringe, that crazy) or the focus is on different word fields, and engaging in extramural English might also have an effect on how students view English lessons at school.

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## Language learning beyond the classroom: How to investigate ethnographies of practice in the digital wilds

In recent years, there has been considerable research and pedagogical experimentation relating to language learning beyond the classroom (LBC) (cf. Reinders, Lai, & Sundqvist 2022). Language learning in the digital wilds is defined as the “digital spaces, communities, and networks that are independent of formal instructional contexts” (Sauro & Zourou 2019, 2). These contexts can include online gaming communities, social media, and video streaming sites.

The “processes and practices that learners develop in out-of-class contexts” (Sauro & Zourou 2019, 2) are still underexplored. One aim of this contribution is to present an overview of existing research methodologies that have been used to explore learner practices in the digital wilds as ethnographies of practice (cf. Lee 2022). From an ecological perspective, it is argued that a digital tool is needed that both documents learners’ activities and provides opportunities for elaboration and reflection on the input and the types of discourse they encounter.

Results from a pilot study with university students who used Notebook LM to document their language encounters in the digital wilds suggest that, with the help of generative AI, input processing and language reflection can be enhanced, thus bridging the gap between informal and formal language learning. To address the interface of formal and informal learning (Thorne & Hellermann 2022), the emerging research field of LBC requires a mixed-methods approach that opens up multiple perspectives and fosters a deeper understanding of the interplay among learner agency, digital literacy, and formal instruction.

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## Exploring sociolinguistic gender patterns among South Delhi English speakers

Studies of Outer Circle Englishes have engaged unevenly with variationist sociolinguistic theory (Sharma, 2025). This stems from the historical trajectory of World Englishes as a field, as well as from enduring characterisations of these varieties as “non-native” and heavily contact-influenced. Such perspectives have tended to privilege analyses grounded in individual acquisitional histories over speech-community-based approaches, thereby projecting accents resembling foreign accents rather than autonomous varieties structured by community norms. These tendencies are particularly evident in research on Indian English, whose variability has been primarily studied in terms of speakers’ ethnolinguistic backgrounds. By contrast, social parameters that, in other sociolinguistic contexts, have demonstrated greater explanatory power and generality than ethnicity alone (Labov, 2012) remain largely underexplored. This study addresses this gap by examining gendered patterns of variation and their interaction with social and linguistic factors in Indian English.

The analysis draws on vowel variation in the speech of 22 lifelong residents of Delhi, born between 1948 and 1992, all upper-middle-class, daily bilingual users of English. The variables investigated range from the phonological and lexical-distributional organisation of the mid and low back vowels LOT, THOUGHT, GOAT, NORTH, and FORCE to fine-grained phonetic detail in an ongoing change affecting the short front vowels TRAP, DRESS, and KIT.

Preliminary results reveal clear gender differentiation in both the phonological categorization of the low and mid back vowels and the distribution of lexical sets across these categories. Female speakers display patterns closely approximating Southern British norms, while male speakers favour non-standard, archaic variants. In changes in progress, women also show more advanced realisations, notably greater TRAP lowering than men. Overall, these findings align with well-established patterns of social variation, with women leading change from below while also exhibiting higher rates of prestige variants. The implications of these results for understanding community-level norm formation are discussed.

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## **Inclusion and exclusion through English: The experience of Anglophone migrants in Switzerland**

Anglophone migrants are often perceived as privileged speakers of a lingua franca (cf. Fiedler 2011). With a growing number of migrants in Switzerland, English is not only a common L1 but also spoken by 43.5% of Swiss residents at least once a week (Bundesamt für Statistik 2025). As such, the use of English is a regular topic of public discourse, and anglophone migrants are seen as having “envied linguistic capital” (De Bres and Lovrins 2024, 775), which can make it easier for them to find work and integrate. Situated at the intersection of language and migration, the Language Attitudes in the Swiss Anglophone Diaspora (LASAD) project investigates language attitudes and repertoires of, and language use by English speakers in a historically non-anglophone country. In this paper, we report on Australians and US Americans in Switzerland, communities of generally high socioeconomic status, which were primarily monolingual English speakers before migrating. Using a mixed-method approach, we present data from questionnaires and interviews to answer the question of how anglophone migrants in Switzerland feel included and excluded by Swiss residents due to their language background and language use. The findings illustrate the sociolinguistic context’s complexity. The generally high proficiency of English in Switzerland allows for easier first contact with local residents (e.g., AUS12\_251106, Pos. 99), which may foster feelings of inclusion. Contradictorally, English speakers can face ‘othering’ reactions as they experience the insistent use of English by Swiss residents despite them trying to communicate in a local language (e.g., AUS02\_251014, Pos. 14-20), and negative reactions when speaking English in public (e.g., AUS05\_251021, Pos. 275281). Our data shows a discrepancy between inclusionary and exclusionary effects of English use in Switzerland and illustrates that the experiences of anglophone migrants differ as they navigate and adapt their own language repertoire and their wish to integrate.

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## **Towards a typology of standardisation in European history**

Not all standardised languages thrive. What are the reasons for this? Since the phenomenon can be found in all historical periods where literacy was at least to some, we can talk about similar phenomena developing in similar ways across time and place. Naturally, analyses of this type are fuelled by an understanding of how economic and political forces work upon the written employment of a language. Low German provides an apposite example of this. A written language with considerable expression in literature and functional writing, it was the dominant variety of the Baltic and North Sea basins in the late Medieval and Early Modern periods. The spoken variety has, of course, been driven back by the promotion and use of High German through education and other centripetal forces. The written variety collapsed earlier, also through the spread of prescribed use by the state, albeit at a time when literacy in any variety was not widespread.

Nevertheless, there appears to be a correlation between the particular functions which a written language takes on and the chances for its promulgation (and, perhaps, survival). Is creative use more central to the stabilisation of a written form than are its use in official contexts? Could a case be made for both being necessary to bring into being a viable standardised variety? This paper will consider the relationship of these debates to both the literacies and linguistic standardisation of pre-imperial Italy and of the Scots language in Scotland and Ireland.

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## Type-shifting in English light nouns: A cognitive corpus-based analysis

By analogy with the widely investigated notion of Light Verbs, the idea of Light Nouns has recently stemmed in a few publications. Simone and Masini (2009: 147) define such linguistic elements as “Nouns that, in particular syntactic configurations, would not act as fully referential elements but play some other role within the NP they are part of”. According to the authors, Light Nouns, syntactically represented as the first element in a binomial construction of the type “N1 of N2”, may perform the functional role of Classifiers, Quantifiers, Qualifiers, Approximators, and Support Nouns or Aspectualizers. In all cases, the type-shifting of the first nominal is licensed at a syntagmatic level through the combination with the second Noun within the pattern, which selects and exploits only one or two semantic component(s) of the Light Noun itself. The Light Noun behaviour can be captured only considering the semantic representation of the whole binomial construction, assuming that the semantic type of the Light Noun is coerced in particular contexts.

This study aims at examining the behaviour of Light Nouns belonging to two different semantic domains, that is SENSES (i.e. a taste of, a touch of, a whiff of) and ACCIDENTAL FORCES (i.e. an attack of, a burst of, a stroke of), through a corpus-based analysis conducted on the EnTenTen21 corpus in the Sketch Engine platform. We will use the Entrenchment and Conventionalization Model (EC-Model, Schmid, 2020) to describe and account for the different types of selectional mechanisms that allow for the diverse semantic mismatches in these binomial constructions in contemporary English.

Our study aims at demonstrating 1) which N2s within the binomial Light Noun construction force the Light behaviour of the N1; and 2) which semantic components of the N1 are selected by the N2 to generate the semantics of the construction.

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## When English becomes ‘adopted’: Extramural exposure and proficiency dispersion

Across much of continental Europe, English increasingly functions in learners’ lives beyond the institutional conditions traditionally associated with a foreign language. Dense English-language semiotic environments, sustained extramural engagement, and early access to global media mean that many students enter and progress through schooling with competencies, attitudes, and practices that exceed curricular assumptions (Sundqvist & Sylvén 2016, Berns, Claes et al. 2007). Yet educational frameworks, assessment regimes, and teacher education models continue to treat English as a uniformly foreign object of instruction (Jones 2026, Jones 2018, Grau & Legutke 2015, Uhl 2020). This paper contributes empirical evidence to the question of when and how English can be characterized as “no longer foreign” by examining exposure thresholds, learner profiles, and resulting instructional tensions. Drawing on survey and proficiency data from a pilot study in Carinthia (N = 177), involving 4th and 9th-grade students, the study correlates patterns of extramural English use with measurable proficiency outcomes and attitudinal orientations toward English. Results reveal marked age-related differences in both exposure intensity and proficiency dispersion, with wide intra-class variability that challenges conventional pacing, differentiation, and assessment practices. Rather than treating extramural English as a uniform advantage, the findings point to distinct learner profiles shaped by differential access, attitudes, and backgrounds. For a substantial proportion of learners, English no longer functions experientially as a foreign language, while for others it remains marginal—producing stratified classrooms and frequent ceiling or redundancy effects. The paper argues that these dynamics signal not merely a pedagogical challenge, but a structural misalignment between learner realities and inherited foreign-language frameworks. The findings have implications for curricular design, assessment practices, task design, and teacher education in contexts where learners’ English development is increasingly shaped by sustained extramural exposure.

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## **Training ears for a moving world: Enhancing pre-service teachers' skills through intelligibility-focused pronunciation instruction**

Intelligibility and comprehensibility have become key goals in pronunciation teaching (Levis 2022)—albeit often with native speakers in mind as judges of what constitutes intelligible speech. However, given English's global role and insights from English as a lingua franca (ELF) research (Jenkins 2002; Thir 2022, Osimk 2009; Barrera-Pardo 2022), it is crucial to equip learners with productive and receptive skills that support international intelligibility. Although various contributing factors for intelligibility have been identified (e.g., Derwing and Munro 2013), with suggested teaching implementations (Walker and Archer 2024; Walker et al. 2021), pronunciation course designs which reflect these findings and students' evaluations of these are still under-researched. This study addresses two questions: (1) how quantitative and qualitative research on intelligibility and international communication can be meaningfully translated into an undergraduate pronunciation course for pre-service teachers and (2) how these pre-service teachers respond to and learn from intelligibility-focused instruction. The paper discusses the reasoning for a pronunciation course design recently developed at Johannes Kepler University in Linz, which enhances more traditional with intelligibility-focused pronunciation teaching approaches, e.g., awareness-raising of pronunciation goals, accent and identity, and factors shaping intelligibility in diverse communicative settings, particularly phonological accommodation. Collected data include an online questionnaire for course participants and qualitatively analyzed pre- and post-course reflections from participants across four parallel courses. Results indicate that pre-service teachers are receptive to the adapted course design. Many demonstrated deeper reflection and revised personal goals reflecting global communication needs throughout the course. Moreover, exercises targeting intelligibility were perceived as useful by most preservice teachers and resulted in enhanced receptive skills for international contexts. Overall, the paper argues that this approach to pronunciation teaching is a useful component to meet contemporary linguistic realities, fostering greater tolerance and flexibility toward nonnative accents, and reducing misunderstanding and improving communicative success in global settings.

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## **Languaging on shaky grounds: Expectations, availability, and constraint in ELF communication**

25 years of English as a lingua franca (ELF) research have demonstrated that speakers reach shared language and understanding by cooperative meaning negotiation and accommodation, and by transcending native and Standard English norms; ELF users are portrayed as agentive and liberated from these norms, strategically drawing upon whatever linguistic resources are available to meet the communicative needs of the encounter (e.g. Cogo 2016; Seidlhofer 2011). These findings have promoted the understanding of communication in globalized lifeworlds. However, recent research (##Author## 2024) draws attention to critical gaps regarding the use of ELF in settings of constraint (cf. Seidlhofer 2020). It problematizes a “favourability bias” in the study of ELF, highlighting both a lack of studies on ELF in more unfavourable conditions of communication (e.g. underprivileged speakers, imbalanced power hierarchies) and widely unconsidered relationships between the presumably “characteristic” cooperative features of ELF use and the conditions in which it takes place. In this presentation, I draw on this research to discuss implications of this bias for understanding and potentially solving “real-world problems in which language is a central issue” (Brumfit 1997: 86). Placing material from Guido's (2012) research on ELF in the immigration domains next to insights on lived experience of ELF users study exchanges, I highlight that the bias raises (too) high expectations of ELF and its users to solve the challenge of communication—especially in settings where linguistic room for manoeuvre is constrained. Additionally, to better equip ELF research for studying issues of communication in unfavourable conditions, I propose a multi-perspective framework of the study of languaging that centres on availability. This framework integrates established process-perspectives of ELF research (Pitzl 2018) with notions of the spatial repertoire (Pennycook and Otsuji 2014), lived language experience and body image (Busch 2017, 2021), and expands these through a philosophical lens that conceptualizes languaging on shaky grounds. The presentation will close with an outlook on deploying this framework in future research.

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## **Identifying and categorising metaphors in New Zealand breast cancer discourse: methods and challenges**

Metaphor is one of the common features in health communication, particularly in cancer discourse, (cp. Semino et al 2018). While studying metaphors offers valuable insights, the process of identifying and categorizing them is challenging (Glynn and Biryukova 2022). In this paper, we outline methods of metaphor identification and categorization in the YouTube breast cancer discourse of New Zealand English and also discuss the challenges involved. We collected a corpus of forty-six personal narratives from New Zealand, posted between 2011 and 2023 on YouTube by breast cancer organizations. The data was transcribed using the Whisper AI tool and curated to include only patients' discourse. This presentation discusses: (a) methods of metaphor identification, (b) methods of metaphor categorization, and (c) challenge in metaphor categorization and its solution. For identification, we used Conceptual Metaphor Theory (Lakoff and Johnson 1980), the Metaphor Identification Procedure (Pragglejaz Group 2007), and the New Zealand Oxford Dictionary to determine the basic meanings of words. For metaphor categorization, we used two approaches: (a) source domain labels, for instance, violence (terms representing any form of physical harm are categorized under the 'violence' category, such as 'fight', 'hit', 'aggressive') and (b) recurrent categories identified in existing literature. One challenge was that some metaphors were borderline and could not fit neatly into a single category. To address this, we classified them as extensions of an existing category. For example, the term 'fight' clearly denotes physical harm and fits within the violence category, whereas 'death sentence' reflects punishment rather than direct violence. Therefore, it is considered an extension of the violence category, named as punishment metaphor. This study offers a systematic approach to metaphor identification and categorization, which can often be a challenging task.

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**The status of English in Cyprus and Greece: How L1 transfer interacts with intra- and extralinguistic forces**

While World Englishes (WE) and Second Language Acquisition (SLA) have traditionally been treated as separate research paradigms, a number of studies suggest that differences between postcolonial second-language varieties of English and non-postcolonial learner Englishes are not as clear-cut as long assumed (e.g., XXX 2020; Gilquin 2015; Percillier 2016). The present paper follows the resulting call to bridge the paradigm gap between WE and SLA research by comparing the realization of morphosyntactic features in two varieties, one postcolonial (Cypriot English; CyE), one non-postcolonial (Greek English; GrE). These varieties traditionally are of different WE status but share a common L1, i.e. Greek, realized with some dialectal variation as Cypriot Greek (CG) and Standard Modern Greek (SMG), respectively. This makes the present comparison an ideal and rare candidate for investigating the following research questions:

1. Do morphosyntactic features of CyE and GrE, which are typologically equivalent and typologically different in CG and SMG, display different frequencies of non-standard realization?
2. What intra- and extralinguistic factors influence the frequency of these features?

We conducted comparative quantitative analyses of the realization of it-subjects, very much vs. too much structures, and present perfect marking in the CEDAR (Cyprus English Data Analysis and Research; XXX 2010a) and GEDAR corpora (Greek English Data Analysis and Research; XXX 2010b). For all three features, local variants have been reported for CyE (XXX 2013).

Our analyses focus on which extra- and intralinguistic variables (e.g. REFERENTIALITY OF SUBJECTS, PRESENT PERFECT READING, COUNTRY, AGE, GENDER, etc.) have a significant influence on standard vs. non-standard realizations. Results show significant differences in the frequencies of non-standard realizations in the two varieties, influenced by both typological differences but also speaker characteristics such as AGE. We will discuss implications for current WE modelling as well as for the paradigm gap between WE and SLA research.

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## **DLCs in divided Cyprus –the same but different?**

Cyprus' multilingualism is a result of its unique sociopolitical history. In addition to its two official languages, Greek and Turkish, and their local varieties, Cypriot Greek and Cypriot Turkish, English –introduced under the British rule –is widely spoken. Until Cyprus' independence in 1960, English was the lingua franca between the two main ethnic groups, the Greek Cypriots and Turkish Cypriots. After its division in 1974, English lost this function; its use was continued in the South of the island but reduced significantly in the North. Furthermore, both parts have experienced migration from different regions of the world, increasing and diverging the parts' linguistic ecologies (Buschfeld 2013, 2-8; Vida-Mannl 2021, 68-75). Aronin's (2016) Dominant Language Constellations (DLCs) offer a flexible framework to assess the diversity of these ecologies and represent the primary languages that enable speakers' daily communication in multilingual environments (146-151). This paper explores DLCs in Cyprus, more specifically in the cities of Paphos, Kyrenia, and Nicosia. It determines which languages are included in the DLCs and how DLCs differ between the two parts, especially regarding the role and position of English. We analyse 106 audio-recorded assisted questionnaires using a mix-methods approach. Specifically, we analyse the participants' reported language use and proficiency to construct an overview of DLCs of multilingual speakers living in Paphos and Kyrenia. Furthermore, we take a closer look at Nicosia –the divided capital –to investigate the impact of an inner-city border open to only some of Nicosia's inhabitants. Results will show that the specific languages in the DLCs differ across cities especially when non-Cypriots' DLCs are considered. Cypriots' DLCs will show less difference across both parts of the island with most including the local variety and/or the standard variety of Greek and Turkish, and English.

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## **Task-based ELF corpora: Multimodal insights into evolving interaction in collaborative work**

Research on English as a Lingua Franca (ELF) communication has largely relied on conversational or institutional corpora, while comparatively little attention has been paid to task-based ELF corpora: datasets capturing naturally occurring interaction embedded in extended collaborative work. Responding to calls within applied linguistics to update theoretical and methodological toolkits (Murata 2024), this paper introduces a multimodal, task-based ELF corpus and explores its analytical potential for investigating real-world communicative practices.

The data consist of 20 sets of approximately 30-minute face-to-face interactions among multilingual ELF users engaged in a collaborative, goal-oriented LEGO-based task. LEGO-based approaches, including LEGO® Serious Play, are used in management education and professional settings to support collaborative meaning-making and problem-solving in multilingual contexts (Benesova 2023), and the task was therefore designed to reflect forms of collaborative work familiar beyond the classroom. The task mirrors communicative practices in educational and workplace contexts. Interaction unfolds across multiple phases within a single task trajectory: (1) an initial planning phase involving joint orientation and negotiation; (2) an intermediate reporting phase, in which participants present their constructions and articulate intentions; and (3) a final integration phase characterised by intensified coordination, negotiation, and collective decision-making.

This phased structure enables analysis of qualitatively different discourse types, ranging from exploratory and fragmented turn-taking to extended explanatory talk and highly collaborative negotiation. The corpus offers rich opportunities to examine how interactional practices, rapport management strategies, and relational dynamics evolve in response to changing task demands and emerging institutional-like constraints. The inclusion of participants' meta-commentary during task performance further supports contextualised analysis without reliance on post hoc interviews.

Rather than presenting a single closed analysis, this paper positions the corpus as a methodological resource for applied ELF research, bridging classroom-based activities and workplace communication and contributing to discussions of ELF interaction, pedagogy, and professional communication.

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## **Parents' perceptions of and engagement with English language learning in China**

This study investigates Chinese parents' Family Language Policy (FLP), especially their perceptions of and engagement with their children's English language learning in Yinchuan, a lesser-studied northwestern city in China. Adopting a mixed-methods approach, this study examines two key areas within the context of FLP: (1) the language practices, management strategies, and ideologies adopted by parents regarding English; and (2) the broader cultural, socioeconomic, and environmental factors influencing these FLPs. The quantitative phase involved surveys conducted with 700 parents, capturing a broad spectrum of language practices, management strategies, and ideologies. The qualitative phase consisted of focus group interviews with 18 parents, facilitating in-depth discussions on language choices, challenges, and motivations. The findings reveal an ambivalent stance towards English, highlighting the influences of nationalism, anti-Western sentiments, and the COVID-19 pandemic on parental attitudes. While parents adopt more diverse and resource-intensive strategies to encourage English learning, there is a noticeable tension between the desire for bilingualism and the challenges of implementation. The geopolitical influences, such as US-China tensions, also impact parents' perceptions of English and its role in children's education. Our findings underscore the dominance of top-down language policies and societal expectations in shaping parental choices, often leading to conflicts between expressed attitudes and actual engagement. This study offers valuable insights into the evolving landscape of parental involvement and the factors shaping language learning priorities, thus contributing to the growing body of literature on English language education in China.

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## Good assistant or bad manager –agency metaphors and gender bias in framing AI

Language surrounding AI and LLM has mostly been metaphorical since the level of abstraction necessary to encode novel concepts surrounding them could only be captured by already existing conceptual metaphors (CMs) as conventionalised mechanism of communicating novel phenomena (Author et al. 2018, Author, 2025, Lindgren 2023). The research questions that prompted this blended study is whether CMs used in the context of the English language as a language of the origin of AI, have been transferred to other languages, in our case - Croatian and German. Our research aims are twofold: a) to establish the CMs used depending on the positive, i.e. negative stance to AI; b) to test whether grammatical or natural gender in the use of pronouns in English and Croatian may influence the use of specific CMs and metaphorical expressions. Initially, a survey with open-ended questions about CMs pertaining to AI were analysed, as well as a data set of 50 written assignments in English, German and Croatian on the pros and cons of AI, as well as transcripts of spoken discussions on the same topic. MIP (Pragglejaz Group 2007) procedure was used to identify CMs in the data set with AI (Cro. 'umjetna inteligencija', fem.) as the key word and the tendency is shown to use the domain of tool or assistant in the affirmative sources and ruler or a more generic domain of war in negative contexts. Agency level also variegates with reification more pronounced in the affirmative subset and personification in the negative. Croatian subset also contains an increased number of assistant metaphors where female pronouns are used for AI in general and with some digital voice assistants (cf. female names in English for Siri, Alexa), whereas ChatGPT is considered to be male and CMs used show a higher level of the control domain.

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## **Gender and variation in Outer Circle Englishes: Namibian and Nigerian English compared**

This contribution sheds light on nativization (“Phase 3”) and endonormative stabilization (“Phase 4”) as conceptualized in Schneider’s (2007) Dynamic Model for Outer Circle contexts. It does so by examining gender differentials in English usage following Labov’s (2021) assumption that women orient more towards a “supralocal” variety and might thus be likely to reveal whether it exists (and by implication whether a Phase 4 status has been attained). The data that we examine is of a phonetic nature and comes from two Outer Circle African contexts, namely, Namibia and Nigeria, which differ in that the former has STL component while the latter has none. Both Namibian and Nigerian data involve corpora of recorded speech elicited through the same reading tasks performed successively in the informants’ native language and in English. The samples comprise equal proportions of women and men from ethnolinguistic groups that differ in their exposure to the former colonial powers (and to native English): Igbo and Yoruba speakers in the Nigerian dataset and Oshiwambo, Otjiherero, Khoekhoegowab, and Afrikaans speakers in the Namibian dataset. Focused on the DRESS-TRAP vowel pair, we show that DRESS and TRAP are more often distinguished by women, irrespective of the nature of mid-front vowels in native languages and historical exposure to native English, while men tend more to transfer the properties of native midfront vowels. We also show that the degrees of distinction within the DRESS-TRAP pair tend to converge among women irrespective of their ethnolinguistic background, revealing a focal point around which the contours of “supralocal” English varieties can be detected, seemingly consistent with a Phase 4 or the emergence/acceptance of a local high-status norm. The implications of the findings are that women tend to avoid transfers in their English varieties and that “transfer avoidance”, likely designed to conceal ethnic belonging, ought to be treated as a prominent explanatory factor in the development of Outer Circle Englishes.

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## **From language to culture portraits with ELF research: approaching the visualization of cultural repertoires**

English as a lingua franca (ELF) interactions require speakers to transcend linguistic and cultural differences as they navigate multiple cultural frames of reference, such as professional, ethnic and other social constellations that extend beyond traditional notions of national culture (Baker 2022, 21–22). ELF research thus advances our understanding of culture and suggests that language and culture are best treated “as nonfinite, nonbounded, inherently dynamic, emergent, unstable and heterogeneous”(Pitzl 2022, 64). These insights have significant theoretical implications in that they prompt us to reconsider how culture and cultural repertoires are conceptualized in common applied linguistic approaches, particularly in language portraits (see Krumm and Jenkins 2001). If communicative practice is transcultural and if language and culture are to be seen as distinct, while cultural resources are diverse and multifaceted, then language portraits may need to be reconceived to accommodate different sociocultural affiliations and multilayered, pluricultural identities.

In keeping with postmodern views of culture in current applied linguistics, this paper outlines ‘culture portraits’ as an adaptation of language portraits for capturing, investigating and raising awareness of individuals’ cultural repertoires. The paper discusses examples of culture portraits that show how participants map their cultural resources onto the body silhouette typically used for language portraits, along with the accompanying texts, following a multimodal language-portrait methodology known from multilingualism research (Busch 2018, 6).

As an innovative, applied linguistic tool, culture portraits seek to foster critical engagement with individuals’ pluriculturality and raise “transcultural awareness” (Baker 2022, 43–44). Their aim is to make hybrid and versatile cultural repertoires that sustain communication in contemporary global settings visible and discussable. They may be used in teacher education, language classrooms or migration—all prototypical contexts with language-related issues pertaining to the applied linguistics of ELF use (Widdowson and Seidhofer 2024, 29).

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## **Managing a historical supra-regional language: ‘Stewardship’, not ‘ownership’ of Sanskrit, Latin and Classical Arabic**

This article develops ‘stewardship’ as a macro-historical model for managing supra-regional languages and contrasts it with modern, nation-based notions of linguistic ownership (Spolsky, 2004). Focusing on Sanskrit, Latin and Classical Arabic, it shows how these historical lingua cosmopolitanas (Dobrić et al. 2025) were maintained not by native-speaker communities or state academies, but by transregional meritocracies of highly proficient non-native users –grammarians, clergy, jurists and scholars –who stabilised, codified and transmitted the code across centuries and polities. Drawing on sociolinguistic work on standard language ideology and language management, the article re-constructs how these communities balanced preservation with controlled innovation, how their practices imbued religious–intellectual institutions (temples, monasteries, madrasas, universities) and how this produced durable cosmopolitan standards without any plausible claim to ethnic or national proprietorship. On this basis, stewardship is proposed as a distinct historical language-management regime characteristic of cosmopolitan languages: authority over the code is grounded in learned competence and institutional role rather than in birth, and the language is explicitly construed as a shared, supra-local resource (Pollock 2006; Leonhardt 2013; Mallette 2021). The article argues that recognising stewardship as such a regime helps to clarify both the politics and the practical mechanics of maintaining historical cosmopolitan languages and provides a comparative template for rethinking supra-regional language management more generally and of global modern English more specifically.

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## **Copula variation in Australian Aboriginal English: Creole prototype, L1 influence, or universal pattern?**

Copula variation is one of the best-studied linguistic variables in English, with a clear research focus on African American English and Caribbean English–lexifier creoles. Explanations for the occurrence of zero BE range from the extension of a pan-English phonological process of contraction (Labov 1969, 722) over creole-specific contact effects (Baugh 1980; Holm 1984) to L2 strategies involving markedness and simplification (Sharma & Rickford 2009, 76). The debate has hinged on the predictor of predicate type, with the creole pattern typically characterized by high rates of zero copula in pre-adjectival environments and low rates before NPs. The zero copula is also attested in Aboriginal English (Webb & Williams 2021) and Australian creoles (Schultze-Berndt et al. 2013). Unfortunately, nothing is known about its conditions of use in these varieties.

In this paper, we analyze a corpus of 75 conversational recordings from Croker Island, NT. Aboriginal English on Croker is highly variable and exhibits unique characteristics that are likely owed to contact with the local Indigenous languages. None of these languages (the most frequently spoken ones are Iwaidja, Mawng, and Kunwinjku) possess an English-like copula, even though various alternative strategies exist. A preliminary investigation of the feature (Mailhammer 2021, 146-149), however, showed copula variation according to predicate type, with NPs least likely to feature zero copula –exactly as predicted by the creole pattern. We first sketch the copula system of Croker Island English and then present a mixed-effects model, following Bailey et al. (2022, 46) in (re-)defining the variable envelope and delimiting predictor types. Our results suggest that contact effects may be less relevant than more general structural, discourse-pragmatic, and cognitive principles of language use. This has implications for the debate about the uniqueness of creole languages, which have often been considered a language type like no other.

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## Changing conceptualization of social roles and changing politeness norms in American English

The central question we aim to investigate in this paper is to what extent the flattening of hierarchies and ensuing changes in role conceptualizations (cf. Author & Co-Author 2026) can explain recent changes in politeness conventions in US-American English. Previous research has linked recent changes tentatively to sociocultural shifts (e.g. Myhill 1995, Mair 2006), but there is a lack of research systematically connecting recent changes in language use with sociocultural processes. The paper will start out by presenting general theoretical and methodological considerations on empirically connecting linguistic changes to sociocultural changes and then present two case studies. The first will be corpus-based, using COHA (Corpus of Historical American English), with a focus on the 20th and 21st century, to shed light on shifts in addressing conventions. Two frequent terms of address, a formal one, sir, and an informal one, guys, will be singled out: analyzing their situational contexts and speaker-addressee-relations apparent in a sample of the data, we will highlight the connection between frequency shifts and changes in role conceptualizations. The second case study will showcase norms and attitudes in service encounters on the basis of questionnaire data. With the help of discourse completion tasks and attitude questions, speech acts and attitude ratings were elicited from informants of different age groups, so as to uncover change in linguistic behavior and politeness norms with the help of an apparent-time approach that complements the real-time approach to linguistic change taken in the first case study. The main findings of the second case study show clear-cut differences between generations, both in attitudes and in preferred pragmatic strategies. The paper thus presents a nuanced picture of the connection between sociocultural processes and language change with the help of a multi-method approach.

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## Understanding what writing in English means to students: Perspectives from Thai undergraduates

Despite Thailand's long history of English language teaching, English has only been seen and used as a foreign language for many Thai people. Students learn to master the language in a typical English classroom, where four skills—speaking, listening, reading, and writing, plus grammar—are integrated. Writing is always the last skill covered and the least emphasized (Saenkhum 2020). Thailand has its own unique circumstances while sharing similar concerns about English writing education with other countries worldwide (e.g., a marginalized status of writing in the larger English curriculum, students' unpreparedness to write due to limited English writing instruction). While research into English language teaching in Thailand has provided some insights for educators and policy makers, "research focusing on writing instruction in particular is scarce" (Saenkhum 2020, 116). As suggested by Leki (2001), understanding students' thoughts on writing and their experiences with first and second language writing instruction is one way to learn about a specific context in which the teaching and learning of writing takes place. This presentation examines selected results from a large-scale project that explores English writing education in Thailand, zeroing in on undergraduate students' perceptions of what writing in English means to them through a model of English as an international language (Matsuda and Friedrich 2011). I begin by discussing Thailand's current English writing instruction situation, considering educational policies on English language teaching. Then I present my research design and share results derived from in-depth, phenomenological interviewing (Seidman 2013) with 40 Thai undergraduate students from different universities across the country. The results focus on students' experiences with writing in English in primary, secondary, and post-secondary settings; their views on writing in English; and what writing in English means to them. I conclude with teaching implications for promoting English writing instruction that integrates both local and global perspectives.

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## Politeness variation in two U.S. regions

Politeness researchers have investigated patterns in language usage to better grasp the differences in interaction across linguistic communities. More recently, pragmatic differences have also been explored between varieties of the same language (e.g. Schneider & Barron, 2008). Flöck (2016), for example, investigated English request variation between British and US respondents, finding nuanced patterned differences between the two varieties. Van Dorst and Culpeper (2024) investigated a popularly assumed north-south divide in England and found differences based on population density instead. Despite these forays into intralingual pragmatics, subnational pragmatic variation remains underexplored, especially within the US. This paper begins to fill that gap with the following research questions: 1) How are English requests realized in two different regions of the US? 2) Are there any structural or functional differences between the strategies employed by participants based on macrosocial variables?

Six verbal requests were elicited in-person from 98 Midwest US participants and 98 Northeast US participants. Scenarios used for elicitation had low request impositions but varying social distance and power differences. Requests were audio recorded, transcribed, and then analyzed using the CCSARP coding scheme (Blum-Kulka et al., 1989). Because within-language studies have found very little variance in head-act types based on the CCSARP coding (e.g. Flöck, 2016), categories will be adapted for the dataset to give a more fine-grained analysis of subnational varieties. Alerters and supportive moves will also be coded for the interpretation of requests. Additionally, each category of analysis will be made interpretable through a face redress lens, allowing the data to be understood in terms of politeness systems (e.g. Brown & Levinson, 1987; Scollon & Scollon, 1981, 2001). Findings are expected to show nuanced differences between the two regions and may even challenge wide-spread perceptions about regional politeness as seen in van Dorst and Culpeper (2024).

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## From clausal to phrasal complements: diachronic changes in ‘Albeit’

Although *albeit* has traditionally been described as a concessive subordinator introducing finite or non-finite clauses, relatively little attention has been paid to the diachronic development of its complementation patterns. Previous studies have tended to focus on its semantic properties or synchronic distribution, leaving the historical dynamics of its structural behavior largely unexplored. This study examines how the complements of *albeit* have changed diachronically in English, with particular attention to the shift from clausal to phrasal patterns. Special emphasis is placed on the increasing use of adjective phrases and noun phrases, including parenthetical and noun phrase-internal constructions such as an asteroid, *albeit* a small one.

The analysis draws primarily on data from the Corpus of Historical American English (COHA), supplemented by the TIME Magazine Corpus, from the nineteenth to the early twenty-first century. After excluding spurious or duplicate cases, the remaining data were classified into clausal and phrasal complements. Quantitative analysis was combined with qualitative examination to capture frequency-based trends and subtle structural properties not readily detectable through automated searches alone.

The results reveal a long-term decline in fully clausal complements and a corresponding increase in phrasal ones, especially from the late twentieth century onward. In particular, noun phrase complements headed by the pronoun *one* show notable growth, and adjective phrase complements frequently occur as insertions within noun phrases, contributing to the expansion of parenthetical uses of *albeit*.

These developments are interpreted as reflecting a process of constructional diversification rather than simple reduction. From the perspective of Biber and Gray’s (2016) notion of compression and packaging in written English, the rise of phrasal complements can be seen as part of a broader tendency to condense clausal information into nominal and phrasal structures.

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## Preparing primary teachers for global English: Moving beyond the “foreign language” paradigm in Austrian schools

A growing body of research across Europe calls into question the continued treatment of English as a traditional “foreign” language (Sylvén & Sundqvist 2012), arguing instead that curricular models must be adapted to reflect learners’ lived experiences of English in an increasingly globalised world (Gyllstad et al. 2025). This perspective provides an important backdrop to the 2023/24 reform of the Austrian national curriculum for primary schools, which explicitly positions English as a tool for global communication. Learners are expected to engage with linguistic norms and develop metalinguistic reflection. This requires an increased level of Teacher Language Awareness (TLA) and calls for a critical evaluation of the appropriateness of existing teaching materials (Cogo 2022). This study therefore addresses two key research questions:

- (1) To what extent do current coursebooks align with curricular goals, particularly regarding English as a global language?
- (2) Is the level of TLA which pre-service teachers possess sufficient to meet the demands of the curriculum?

In an intensive input phase, pre-service teachers were introduced to key concepts regarding English as a global language. Subsequently, they were required to critically examine a widely used coursebook and propose specific adaptations to the material to better meet the curriculum’s objectives. This was followed by focus group interviews during which the participants explained the reasoning behind their pedagogical decisions. The focus group data provided insight into the development of the participants’ TLA and their understanding of English as a global language. The results reveal varying levels of TLA among the participants and point to both strengths and limitations in current course books in supporting the aims of the new curriculum. Findings stress the need for targeted teacher training to ensure that teachers are equipped to foster communicative competence in English in global contexts from the outset of language learning.

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## Is rage bait ‘bullshit’?

Rage bait is deliberately provocative online content, posted with the intention to attract attention—often in order to earn money (Merriam Webster 2025). Despite being immensely common, it has received little scholarly attention. As rage baiting is named for the (intended) reaction of interlocutors, other users’ reactions are of central importance to understanding the phenomenon. The present paper therefore presents one of the first linguistic analyses of reactions to rage bait. Rage bait shares a lot of properties with the more well-researched phenomenon of online trolling (e.g. Hardaker 2010, 2013). Typical reactions to trolling are a) exposing the troll, b) naïvely offering help and c) anger (Donath 1999, 15). We therefore ask whether rage bait provokes similar reactions. We use a new corpus consisting of 4300 reactions to 17 food-related rage bait videos posted on TikTok in 2022 and apply quantitative as well as qualitative methods in order to categorize these reactions pragmatically. First results indicate that helping attempts (e.g. maybe it was meant to be 2-3 sugar and not 23) are rare. Negative reactions generally do not show anger but often classify the rage baiter as ‘other’ (e.g. she cooks like a white american tho). Exposure reactions show two interesting properties, namely that users may be aware that a posting is rage bait yet still appreciate it (e.g. A++ on the rage bait) or that they classify the content of the videos as a performance, satire or fiction. Combined with the large number of reactions which ‘play along’(e.g. Would you like some food with your salt?), this raises the question whether rage bait is commonly interpreted as opening up a ‘bull session’, i.e. a conversational space in which the ties between what people believe and what they say are suspended (Frankfurt 2005, 37; Meibauer 2016, 82-3).

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## **Towards a (multimodal) sociolinguistics of country music**

This study examines Country music video clips from a multimodal perspective, investigating how language, music, and visuals interact to construct and communicate notions of cultural authenticity. Recognizing the complexity of contemporary pop culture as inherently multimodal and based on insights from previous sociolinguistic investigations on Country lyrics (e.g. Duncan 2017; Davies and Myrick 2018), the study combines a corpus-based approach with a comparative case study of contemporary video clips. It relies on a corpus of commercially successful contemporary US Country lyrics (c. 191,000 words) that has been used in previous research (Werner and Ledermann 2024), which is contrasted with a corpus of commercially successful pop lyrics (see Werner 2021) to identify salient themes in Country by using the keyword functionality of AntConc (Anthony 2024). In addition, the Grape Mars tool (Ruiz-Madrid et al. 2023) is used for the semi-manual annotation of different semiotic levels (aural and visual) in a set of relevant video clips, following categories and approaches from multimodality studies (Jost et al. 2013; Bateman 2017). The analysis thus develops a perspective on Country music video clips as complex multimodal ensembles and establishes how cultural authenticity is indexed in these widely consumed artifacts by linguistic in combination with other means. It furthermore highlights the use of specific lyrical themes, motifs in visuals, and musical structures that are constitutive for the genre. Building upon explorations focusing on indexicality and styling of authenticity in pop music (see, e.g., Werner 2019; Gibson 2024), the overall findings are suggestive of a potential supralocal multimodal genre norm in Country music videos, though inherent variability exists in all the examined modes. Ultimately, the study advocates for an extensive examination of music videos as complex multimodal artifacts with a view to expanding the sociolinguistics of performance (Bell and Gibson 2011; Queen 2018) beyond a purely logocentric perspective.

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## **“Work on shadows?” Seeking and giving advice in the urban sketching community**

Urban sketching, the practice of sketching on location in cities, has become a global phenomenon in recent years. The urban sketching manifesto explicitly states that drawings should be shared online. One place that serves as a forum for sharing such drawings is r/urbansketchers on Reddit with over 68,000 members. Posts on r/urbansketchers usually fall into two categories: those in which members explicitly ask for advice –either in the header or in the post itself –and those in which members simply share their work. My interest lies in the question of how members of the community ask for and give advice in English, which is often not their L1, and how they linguistically position themselves as artists when doing so, especially when the advice is unsolicited.

Giving advice has previously been studied in other online spaces, often focussing on advice on health-related matters (Locher 2006, Morrow 2006, Yuan and Jin 2024), but also on relationship issues, e.g. divorce (Morrow 2012), and beauty and style (Placencia 2012). Advice in communities that revolve around a shared ‘cozy’ hobby such as sketching has not yet been investigated in-depth.

The data under investigation comprises 50 posts from r/urbansketchers in which users explicitly ask for advice alongside the respective comments and 50 posts in which only sketches are shared that are then still critiqued in the comments even though the posters did not ask for it.

The results show that members are aware that sharing one’s art online with strangers is a very personal act and take the movement’s credos “We [...] cherish our individual styles” and “We support each other” (Urban Sketchers 2022) to heart. Commenters usually mitigate their advice by complimenting the work, referring to their own similar struggles, avoidance of imperatives, use of hedges and statements of the form I would do X.

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## **“Not one more, ni una más”: English as a Lingua Franca in (anti-discriminatory) political discourse**

In public plenary debates, Members of the European Parliament (MEPs) “usually speak in their own language, and what they say is interpreted live”(European Parliament n.d.). Contrary to many other ELF scenarios, English is rarely the “only option” in this setting, but, when selected, represents a conscious choice (Seidlhofer 2011, 7). This paper therefore examines i) the extent and functions of ELF use in the EP plenary and ii) MEPs’use of ELF pragmatic strategies and rhetorical devices to oppose discrimination and advocate for social justice.

To this end, the PoliELF corpus was compiled. The corpus is based on the ninth parliamentary term (2019–2024) and comprises 35,772 contributions (4.4 million words) by 397 MEPs. Quantitative analyses of MEPs’ELF use suggest that age, national affiliation, and political group influence language choice: Pro-European and left-leaning political groups (PE/LL) have a significantly higher share of members using ELF and a higher average share of ELF contributions per parliamentarian than Eurosceptic and right-leaning political groups (ES/RL).

The qualitative analysis of the pragmatic functions is particularly revealing for politicians who predominately use their L1s. These ‘minimal users’ choose ELF to manage the floor, conduct procedural speech acts such as requests for referral, comment on interpreting services and language choice, and flag code-switches.

To examine the anti-discriminatory potential of ELF contributions, corpus-assisted discourse analysis, including keyword and cluster analysis, was applied to identify major discourses in the PE/LL sub-corpus, e.g., gender equality. Further ELF pragmatic and rhetorical analyses of these contributions show how repetition, translanguaging practices, other-initiated-other-repair, metaphor, and argumentative patterns such as calls for action are employed by parliamentarians for persuasion, advocacy, and the active opposition to discrimination like gender-based violence and transphobia. Overall, this research sheds light on the (anti-discriminatory) use of ELF in a highly representational, public, and multilingual professional domain.

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## **Diasporic Englishes in a circle? Patterns of emergence and variation in Toronto Haitian English**

Outer Circle Englishes have typically emerged as the result of historical colonial imposition which have become institutionalised while exhibiting intrinsic sociolinguistic norms. They are known to be place-based and assume apparent coherent national varieties. Diasporic Englishes generally imply mobility rather than territorial rootedness, community-based hybrid and fluid multilingual repertoires (Blommaert 2014). There has been some important ethnolinguistic research in the highly multicultural city of Toronto, showing to what extent immigrant communities play a part in sociophonetic change (Hoffman & Walker 2025; Denis et al. 2023). In this talk, I examine phonetic variation in the English spoken by a diasporic group of Haitians living in Toronto. The data comes from 24 sociolinguistic interviews and concerns two categories of English speakers of Haitian descent: 1. informants who live in Toronto or in the Greater Toronto Area (GTA) and were born in Haiti and 2. informants who live in Toronto or in the GTA and were born in Toronto or elsewhere in Canada. Haitians’ English phonology, especially for speakers in category 1, may reflect their sociocultural and sociolinguistic situation of “in-betweens”, exhibiting a sense of identity preservation with respect to the host society and towards their ‘Haitianity’. The data suggests that a Haitian English variety is not necessarily emerging in the Toronto area, which may be explained by the current lack of strong community ties, a relatively young settlement in the city, and individual socio-historical and migratory trajectories. The data shows rather that Haitian speakers of English are involved in ‘translingual’ practices as they are in contact with some outer circle varieties established in the Toronto area whose linguistic features extend into new, emergent, spaces.

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## Perceptions of request politeness across Inner and Outer Circle Englishes

Classic, however not uncontroversial, politeness theories posit a direct relationship between politeness and indirectness, conceptualizing them as “scalable, parallel dimensions” (Blum-Kulka 1987: 131). These models are largely grounded in Anglo-Western ideals of social interaction and presuppose culturally specific orientations towards autonomy and individualism. Explicitly incorporating both individualist and more collectivist English-speaking contexts, this paper revisits and extends Blum-Kulka’s (1987) seminal study by critically re-examining the relationship between indirectness and perceived politeness across a wider range of contemporary varieties of English. Adopting a variationist and discourse-pragmatic approach, the study compares Inner Circle Englishes with Outer Circle Englishes, including varieties such as American, Irish, and Indian English. Focusing on perception rather than production, it investigates how request strategies are evaluated across communities differing in their historical, sociopolitical, and geopolitical positioning. In particular, the study asks whether Inner and Outer Circle Englishes share the same ranking and therefore notion of directness and politeness. To date, perception data have been collected as part of an ongoing collaborative graduate student project from approximately 50 L1 speakers of English from selected Inner and Outer Circle regions. Following Blum-Kulka’s experimental design, participants evaluated six request strategies embedded in short situational scenarios. The analysis focuses on a reduced but theoretically motivated set of strategies: mood derivables, query preparatories, strong and mild hints, as well as query preparatories modified by the frequent English collocations MIND (“Would you mind...”) and WONDER (“I was wondering if...”). We expect to find a broadly shared hierarchy of request strategies across Inner and Outer Circle Englishes, with mood derivables perceived as most direct and hints as most indirect. Following Blum-Kulka, we expect systematic differences in the perception of politeness, specifically with regards to non-conventionally indirect strategies. These might link to differences in cultural markers such as individualism versus collectivism.

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## **Pragmatic markers in Chinese EFL learners' spoken English: A cross-corpus and diachronic study**

Pragmatic markers (PMs) play a central role in spoken interaction by organizing discourse, expressing stance, and managing interpersonal relations (Schiffrin, 1987). For learners of English as a Foreign Language (EFL), the acquisition and appropriate use of pragmatic markers is a key component of communicative competence. Previous research has consistently shown that EFL learners tend to underuse or misuse pragmatic markers compared to native speakers, which may affect the fluency and naturalness of their spoken English. However, relatively little attention has been paid to how learner pragmatic behavior develops over time from a diachronic, corpus-based perspective. This study investigates the use of pragmatic markers by Chinese EFL learners through a contrastive and diachronic analysis of two major spoken learner corpora collected approximately twenty years apart: the Chinese component of the International Corpus Network of Asian Learners of English (ICNALE) and the Chinese subcorpus of the Louvain International Database of Spoken English Interlanguage (LINDSEI). Each learner corpus is paired with a corresponding native speaker reference corpus, enabling learner–native comparisons within and across time periods. The study addresses three research questions: (1) How does the use of pragmatic markers by Chinese EFL learners differ from that of native English speakers in terms of categories, frequency, and pragmatic functions? (2) How does pragmatic marker usage vary across proficiency levels among Chinese EFL learners? (3) To what extent do these patterns reflect developmental changes in learners' interlanguage pragmatic competence over the past two decades? Quantitative analyses examine frequency distributions and proficiency-related differences, complemented by qualitative analyses of pragmatic functions in discourse contexts such as topic management, stance marking, and interactional repair. By integrating cross-corpus comparison with a diachronic perspective, this study sheds light on the developmental trajectories of pragmatic marker use in Chinese EFL spoken English and contributes to a more nuanced understanding of learner pragmatic development.

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## **Extramural informal language learning: Implications for the classroom, language education and teacher**

Across much of continental Europe, English increasingly functions in learners' lives beyond the institutional conditions traditionally associated with a foreign language. Dense English-language semiotic environments, sustained extramural engagement, and early access to global media mean that many students enter and progress through schooling with competencies, attitudes, and practices that exceed curricular assumptions (Sundqvist & Sylvén 2016, Berns, Claes et al. 2007). Yet educational frameworks, assessment regimes, and teacher education models continue to treat English as a uniformly foreign object of instruction (Jones 2026, Jones 2018, Grau & Legutke 2015, Uhl 2020). This paper contributes empirical evidence to the question of when and how English can be characterized as “no longer foreign” by examining exposure thresholds, learner profiles, and resulting instructional tensions. Drawing on survey and proficiency data from a pilot study in Carinthia (N = 177), involving 4th and 9th-grade students, the study correlates patterns of extramural English use with measurable proficiency outcomes and attitudinal orientations toward English. Results reveal marked age-related differences in both exposure intensity and proficiency dispersion, with wide intra-class variability that challenges conventional pacing, differentiation, and assessment practices. Rather than treating extramural English as a uniform advantage, the findings point to distinct learner profiles shaped by differential access, attitudes, and backgrounds. For a substantial proportion of learners, English no longer functions experientially as a foreign language, while for others it remains marginal—producing stratified classrooms and frequent ceiling or redundancy effects. The paper argues that these dynamics signal not merely a pedagogical challenge, but a structural misalignment between learner realities and inherited foreign-language frameworks. The findings have implications for curricular design, assessment practices, task design, and teacher education in contexts where learners' English development is increasingly shaped by sustained extramural exposure.

## **Attitudes towards the standards and classroom practice of two lecturers of the English Studies degree at a Catalan university: what to do with /fəʊ' ni:mz/ and /haɪ'dʒi:.ni/**

The data analysed for this presentation is a by-product of a larger study in which a group of nine researchers from two Spanish universities collected data in the period 02/2024 –10/2025 to explore the language ideologies of students and lecturers of the English Studies degrees of these two universities. This presentation focuses on two of these researchers (ESL1 and ESL2) who happen to be lecturers of this degree at the Catalan university, and who are, as a consequence, in both sides of the fence. The data set used for this presentation includes two interviews and two lectures. These four events were transcribed and analysed in two distinct manners. Narrative positioning (Bamberg and Georgakopoulou 2008) was used to identify small stories in the interviews, with the goal of identifying the underlying attitudes towards the British and American standards of English, and the lecturers' self-concepts (Yoshida 2013). As for the lectures, 180 seconds of lecturing were selected and (dis)fluency and pronunciation accuracy measures were calculated (Ginther et al 2010). The findings reveal two lecturers who went through a phase of insecurity, which changed after one-year stays abroad that greatly improved their fluency and self-concept. The measures show fluent lecturers with a similar delivery style. Both recognise the need to know the standards, especially while teaching future language experts. However, their attitude towards non-standard and non-dialectal pronunciation (mispronunciation?) differs. ESL2 shares a small story about his learning of the standard pronunciation of “phonemes” and indicates how ashamed he felt about it. ESL1 pronounces “higiene” as /haɪ'dʒi:.ni/ in the analysed lecture, and admits he had never checked the standard pronunciation of this word, recognizing he might pronounce in the standard in the future, but feels this is not such an important affair.

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## **Subject-verb agreement in World Englishes: Evidence from a large-scale corpus**

In recent years, the study of linguistic phenomena has significantly benefited from big-data approaches. This paper presents a script developed for the corpus-based extraction of subject-verb constructions, designed to support large-scale investigation on subject-verb agreement in World Englishes. The main objective was to develop a robust script capable of extracting subject-verb data from the Corpus of Global Web-based English (GloWbE) (Davies 2013), a massive dataset suitable for big-data analysis. It comprises 1.9 billion words of text from 20 countries, covering both inner and outer-circle varieties, following Kachru's (1985) categorisation (Davies and Fuchs 2015, 2-3). The script is intended to handle other parsed corpora of English.

We employed the Universal Dependencies (UD) framework, a cross-linguistically consistent system for morphosyntactic annotation based on dependency grammar (de Marneffe and Nivre 2019, 199) and which has been used to create treebanks for over 100 languages (de Marneffe et al. 2021, 255). To ensure optimal annotation accuracy, we evaluated several Natural Language Processing (NLP) toolkits—SpaCy, UDPipe, and Stanza—, ultimately selecting Stanza due to its full compatibility with UD and its superior annotation performance in comparison with the other models (Qi et al. 2020, 105).

The script was specifically targeted to extract textual data for third-person present (singular and plural) for all verbs, and third person present and past (singular and plural) for the verb be. In creating the script, key parameters were included:

- Distinction between main lexical predicates (VERB) and auxiliaries (AUX).
- Focus on nominal subjects (nsubj), excluding clausal subjects (csubj).
- Treatment of compounds and flats as single units.

The output provides comprehensive data, including: the full sentence, dependency relations, polarity, inversion type (SV/VS), detailed morphological features for both verbs and nominal subjects, and intervening elements between the subject and verb. The resulting dataset constitutes a largescale, systematically annotated resource that enables fine-grained analyses of factors potentially affecting subject-verb agreement (such as syntactic complexity, clausal status, and verb type) and offers new insights into sociolinguistic change across World Englishes varieties.

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## **From The Travels of Peter Mundy (1608-1667) to The Friendship Store (1970s onwards): how has English in China been evolving in the geopolitically changing world?**

English in China has been evolving, from a pidgin (i.e., Chinese Pidgin English as a contact language), a foreign language (or the “devil’s tongue”), and a variety of English (e.g., China English and/or Chinese English) to an international language, a lingua franca or a lingua cosmopolitana (i.e., world citizen’s language). In this presentation, I take a narrative transmedia approach, based on my own research on “Chinese English” since 2000, and the reading of two non-fiction travel literature works, including *The Travels of Peter Mundy in Europe and Asia, 1606-1667* (Temple, 1914) and *The Friendship Store: A Memoir of 1970s China* (Kirkpatrick, 2024), to unpack the evolution of English in China from its earliest humble beginnings to the current critical discourse surrounding Chinese English. The increasing presence of Chinese English in contemporary China across domains of education, commerce, technology, popular culture and the virtual world reflects not only China’s participation in global flows of knowledge, capital and communication but also the shifting contours of international power. The ways in which English has been appropriated, nativized, and contested in China and beyond highlight the complex interplay and the “continuing interface between the world’s largest two language cultures” (Bolton, 2003, p. xv), i.e., Chinese and English. English in China operates simultaneously as a tool of global integration, a site of cultural negotiation, and a symbol of China’s repositioning in the new world order. Dissecting English in China using selected travel literature works as data from both etic and emic perspectives, I argue that the use of Chinese English functions as a linguistic and sociocultural barometer of the nation’s geopolitical rise and China’s evolving relationship with the world.

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## **Attitudes toward English in contemporary China: Policy change, education, and social meaning**

Recent policy debates in China have questioned the role of English in education, with proposals to reduce its importance in school curricula and national examinations. These developments raise questions about how English is currently understood and valued by those who learn and teach it. Here, the focus moves from policy debate to everyday learning experience. This study examines attitudes toward English in a context where the language is being officially repositioned.

The study is guided by a sociocognitive view of language attitudes, which sees attitudes as growing through individual beliefs, emotional responses, and wider social and ideological influence (Giles and Coupland 1991; Garrett 2010). In this view, attitudes grow through daily social experience rather than standing alone as opinions. From this perspective, attitudes toward English are not treated as fixed opinions, but as evaluations formed through everyday educational experience and wider policy discourse. The analysis considers whether English is understood mainly as a foreign language, or whether it is also used as a social and symbolic resource linked to opportunity, identity, and inequality (Bourdieu 1991).

A sequential explanatory mixed-methods design is adopted (Creswell and Plano Clark 2018). This design first shows general patterns and then looks more closely at them. First, document analysis is used to examine recent language and education-related policy discourse in China. Second, a questionnaire examines learners’ attitudes toward English across six main areas: attitudes toward English, attitudes toward learning English, motivation, parental encouragement, views of the role of English in China, and cultural identity (Gardner 1985; Garrett 2010). Quantitative analysis focuses on overall patterns and differences related to age, educational status, and geographic background. Finally, semi-structured interviews with learners and English teachers are used to explore how these attitudes are explained and discussed in everyday educational settings.

The findings are expected to show generally positive but mixed attitudes toward English, shaped by tensions between policy discourse and educational experience.