L2 German Learners' Perceptions of the Language-Use Behaviors Directed at Them by Their Native German Peers

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Abstract

Research shows that sojourning L2 learners are often eager to speak with their native-speaker peers, but they may not realize how these interactions differ from their experiences in the L2 classroom. Using the Communication Accommodation Theory (Giles & Ogay, 2007) as a guiding principle, this mixed-method study aims to, at two different time points, (a) understand how sojourning college-level L2 German students describe how native-speaker students talk to them in German, i.e., to what degree and in what regards learners believe these others to engage in so-called *foreigner talk*; and (b) examine what social, cognitive, and linguistic interpretations L2 learners attach to their perceptions of *foreigner talk.*

Eleven L2 German sojourners used a scale from 0–100 to describe the spoken German directed at them by their native-speaker peers along 29 language-use behaviors. Ratings were given at two time points, i.e., soon after their arrival and at the end of their first semester abroad. Language-use behaviors were phrased in terms of oppositional pairs (e.g., speaks extremely softly/loudly) with one descriptor in each pair hypothesized to represent an extreme form of so-called *foreigner talk* (e.g., speaks extremely loudly). In a subsequent step, respondents were asked to rate features of *foreigner talk* under five evaluative dimensions.

Drawing on existing research, this study introduces additional social features of hypothesized *foreigner talk*. Results show the need for a more holistic understanding of *foreigner talk,* specifically with consideration to accommodation. Further questions arise as to the accuracy of respondents' perceptions, i.e., whether learners' observations are influenced by biases (e.g., perceptions of *teacher talk* carrying over into perceptions of *foreigner talk*) or limited perceptual abilities. In sum, this study reveals how socio-psychological dimensions can frame differences in interactional experiences in conversations between native and non-native speakers.

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List of Abbreviations

Abbreviation:	*Meaning:*
ACTFL	American Council on the Teaching of Foreign Languages
AYF	Academic Year in Freiburg
C2	second culture/non-native culture
CAT	Communication Accommodation Theory
CLT	Communicative Language Teaching
CoV	coefficient of variance
EFL/ESL	English as a Foreign/Second Language
FonF	Focus on Form
FT	foreigner talk
IRF	Initiate-Response-Feedback
L1	first language/native language
L2	second language/non-native language
LA	language awareness
LUB(s)	language-use behavior(s)
NNS	non-native speaker
NS	native speaker
RT	research theme
RQ	research question
SD	standard deviation
SLA	second language acquisition
TPR	Total Physical Response
TT	teacher talk

1. Rationale

At its core, this study investigates how, during their sojourn to a university in Germany, U.S. American intermediate college learners of German experience and desire, respectively, their German native-speaker peers to adapt their way of speaking when these peers speak to the sojourners (also referred to as 'learners', 'study participants', and 'respondents'). Such insights not only speak to cognitive and social aspects of sojourning-for-language-learning but, by extension, lay the foundation for subsequent research into sojourners' preceding experiences in their U.S. classrooms. In the latter regard, this study aims to prepare research into questions such as whether pedagogically-motivated language accommodation by the teacher in language classes is noticed by learners; what conclusions learners draw from such noticing with regard to their language proficiency and needs as well as with regard to the potential social roles that they may occupy in German-speaking communities; and how these beliefs relate to learners' subsequent perceptions of their interactions with native-speaker peers in an immersion environment.

At the beginning of my grant year as a Fulbright English Teaching Assistant (2017-2018) in Germany, I noticed that my German-native speaker colleagues with long-term appointments as teachers at a secondary school spoke to me – a native speaker of American English – rather slowly. Similar experiences occurred during my service as a Peace Corps Volunteer in Costa Rica (2018-2019); there, my native Spanish-speaking colleagues repeatedly brought up the same conversation topics and used exceedingly simple vocabulary and grammar when they spoke to me and other native English speakers in Spanish. These behaviors intrigued me as a researcher even as they were somewhat hurtful to me as a user of second languages. Following up on the reaction of the researcher, I wanted to gain insights into shared or diverging perspectives of users of first and second languages; addressing the reactions of the person, I

wanted to shed light on the social, emotional, and psychological dimensions of language use between native- and non-native speakers.

During my graduate studies, I learned that learners generally envision themselves speaking with native speakers as their ultimate goal (White, 2015, 2016) and about the importance of imagination in language learning (Norton, 2001; Ushioda & Dörnyei, 2009; Dörnyei & Chan, 2013). The accuracy and/or sustainability of this vision is informed by experiences in the L2 classroom. That is, in pedagogical contexts, speech accommodation is realized as *teacher talk,* often with a view to 'make input comprehensible' to learners. Whereas novice teachers are trained to obey certain principles of 'good' speech accommodation, there actually is very little research on which specific aspects in fact make *teacher talk* 'good', either from a cognitive-educational perspective, i.e., which features promote language learning, or from a socio-psychological viewpoint, i.e., what social messages *teacher talk* conveys to learners. Whether learners are indeed able to tell that the teacher uses modified language is uncertain. Ultimately, however, learners aim to engage in the second language outside of pedagogical contexts. Outside of pre-determined teacher/learner roles, speech accommodation may be less principled, common, and/or recognizable but also gains in its power to send social messages. Whereas in many, especially beginning language classrooms, speech accommodation aims to meet cognitive and communicative needs, in non-instructional environments, language and consequently, speech accommodation cuts into social dimensions, such as joking, being ironic, or expressing regional identities. Several terms have been used to describe speech accommodation toward non-native speakers outside of instructional settings, all of them unsatisfactory in some regard and with the most common term for the concept being f*oreigner talk* (FT).

In brief, my research on perceptions of *foreigner talk* aims to elucidate how second-language (L2) learners experience the transition from classroom language to the language of immersion environments and what messages about their language proficiency and their standing in the language community they derive from these experiences. What is more, this topic has not received enough attention in research to date, and this study aims to narrow some of the gaps.

2. Review of Pertinent Extant Research and Relevant Gaps

The research context that is most immediately pertinent to the present study is that of speech accommodation. Accordingly, I will discuss how relevant theories underpin the present study (Subchapter 2.1), with a more precise explanation of how this type of research helped operationalize the 12 categories of accommodative language use that were applied in the study's design (Subchapter 2.2). Subchapter 2.3 expands the research focus to language awareness and social connotations. The final subchapter (Subchapter 2.4) provides a summary of pertinent research and relevant gaps before presenting the research themes for the dissertation study.

2.1 Speech Accommodation in Second Language Acquisition (SLA)

This study can be situated within the broader context of research on speech accommodation. Within the field of Second Language Acquisition (SLA), research into speech accommodation has made great strides since Schumann's acculturation model (1978). Pertinent research is as broad as it is complex and spans multiple decades. For the purpose of context, I include an array of studies including those that reach back to the late 1960s.

Pertinent research encompasses cognitive (e.g., Ferguson, 1975; Tarone, 1980; Krashen, 1981; Hatch, 1983; Long, 1985; Abhakorn, 2013; Kangatharan et al., 2015; Hermanto, 2015), and social aspects (e.g., Meisel, 1980; Putri, 2015; Bobb et al., 2019; Piazza et al., 2021);

speaker (e.g., Borg, 2003; Dalton-Puffer, 2007; Yanfen & Yuquin, 2010; Milal, 2021; Korkmaz, 2021) as well as recipient perspectives (e.g., Chaudron, 1983; Yoshida, 2010; Maleki & Pazhakh, 2012; Margić, 2017; Kudera, 2020; Labotka & Gelman, 2020; R. Ellis et al, 2020); and experiential components, such as intent and perceptions (Stewart & Bouchard-Ryan, 1982; Borg, 2003; Uther et al., 2007; Knoll et al., 2009; Knoll & Scharrer, 2015; Kühnert & Antolík, 2017) as distinct from actual linguistic realizations (Henzl, 1979; Chavez, 2006; Kuder, 2017; Masruuroh & Kusuma, 2018, Korkmaz, 2021; López Bastidas, 2023; Piazza, et al., 2021).

When considering instructed second-language learning, accommodation spans areas of use that are distinct from, yet likely also inform each other, e.g., the classroom with the specific type of accommodation called *teacher talk* (e.g., Gaies, 1976; Henzl, 1979; Kramsch, 1981; Nunan, 1987; Kumaravadivelu, 1993; R. Ellis, 2009; Ivanova, 2011; Gharbavi & Iravani, 2014; Legutke & Thomas, 2014; Zohrabi et al., 2014; Long, 2020) and the immersion environment with a form of language accommodation that has multiple designations, including the term *foreigner talk* (e.g., Ferguson, 1975; Wenk, 1978; Lattey, 1981; Dela Rosa & Arguelles, 2016; Long, 2020; Hu, 2022).

2.1.1 *Teacher Talk*

The following subsections describe *teacher talk* with attention to the specific environment; conversational labor inside the L2 classroom; the cooperative principle (Grice, 1975) inside and outside of the classroom; the intent with which *teacher talk* is produced vs. its reception by learners as it relates to both cognitive and social aspects; and linguistic realizations vs. speaker intent or listener perceptions.

The Environment

Inseparable from *teacher talk* is the L2 classroom and its specific (actual or presumed)[1] characteristics, i.e., presumed roles (i.e., students, teachers, etc.); specific norms that are associated with these roles (i.e., teachers model 'correct' language behavior, etc.); putatively congruent goals (i.e., the teacher teaches language, the learner learns language); and rehearsed (presumably previewing out-of-classroom interactions) as well as genuine (pertinent to the immediate context) social interactions. As a result of these characteristics and associated considerations, such as the assumption, imposition, etc. of identity and belonging (Mustajoki, 2019), or norm enforcement (Gumperz, 1968), the L2 classroom can be considered a *speech community* as defined by Labov, 1972: 120). The concept of a *speech community* is fundamental to the present study. However, different researchers (e.g., Gumperz, 1968; Chomsky, 1965; Labov, 1972) have described or emphasized different aspects when they defined the term. I therefore chose to adhere to the most general definition, in which a *speech community* is a "group that shares values and attitudes about language use, varieties and practices" (Morgan, 2014: 1). To describe many present-day L2 classroom *speech communities,* I will now briefly review emergent trends in L2 pedagogy, i.e., approaches, underpinning principles, and teaching strategies in these environments.

More recently, SLA research and related fields, such as foreign language education (e.g., Kramsch, 2000) have oriented to task-based language teaching (Plews & Zhao, 2010; Milarisa, 2019; Willis, 2021), multiliteracies (Byrnes & Maxim, 2004; Swaffar & Arens, 2005; Paesani, 2016; Allen, 2018; Kalantzis & Cope, 2023), and other post-communicative (Tarnopolsky, 2018; Yulianto & Setiawan, 2018) approaches. Nevertheless, most contemporary language teaching

[1] Here, I discuss an idealized environment, although in practice, experiences may differ e.g., not all 'learners' really want to 'learn a language'.

practices continue to align to some degree with principles outlined for Communicative Language Teaching (CLT) (see Richard & Rodgers, 2001).

These principles include an emphasis on learner-centeredness, integrated skills, the utilization of authentic materials, contextualized and experiential learning, and learner autonomy (Butler, 2011; Hunter and Smith, 2012; Whong, 2013; Littlewood, 2014; Graves & Garten, 2017). What is more, CLT-inspired methodologies persist as the benchmark for effective teaching and professional leadership (Ritz & Sherf, 2022; 2023) in the United States and are popular across the globe.

In CLT, L2 speech production is central to both teacher and student roles. Most fundamentally, the teacher acts as a facilitator who encourages students to use the target language to express themselves, negotiate meaning, and interact with authentic texts[2] and other language users, i.e., L2 learners (Seedhouse, 2008: 117) or native speakers[3] of the language (Liu et al., 2022). That is, the teacher's role centers on scaffolding, providing feedback, and creating an inclusive L2-learning environment (Butler, 2011). For example, when instructors scaffold, they provide students with a strategic form of *teacher talk* that is intended to enable learners to outperform their current language competence while learners strive to increase that competence (Alghmady, 2024). In short, their role requires teachers to modify their speech, or, in other words accommodate their interlocutors, the learners. Language teachers modify their L2 speech to learners' (developing) proficiency levels (Henzl, 1979; R. Ellis, 2009; Ivanova, 2011; Zohrabi et al., 2014) while modelling grammatical forms (Fillmore, 1985) to enable understanding (Allwright & Bailey, 1991; Putri, 2015). This type of accommodation aligns with Krashen's

[2]Although the debate over the role of authenticity, as well as what it means to be authentic, has become increasingly sophisticated and complex over the years (Gilmore, 2007), CLT maintains its vision for connecting learners to 'real-world environments' through their engagement in the L2 classroom (Seedhouse, 2008).
[3] This study uses 'native speakers' to refer to 'L1 users'.

Comprehensible Input Hypothesis, which he originally conceived in 1981, but summarized in a Georgetown University Round Table on Languages and Linguistics as follows:

> "The Input Hypothesis states that we acquire language by understanding messages, that 'comprehensible input' (CI) is the essential environmental ingredient in language acquisition. Comprehensible input is necessary for language acquisition but is not sufficient. The acquirer must be 'open' to the input, i.e., have a low Affective Filter (Dulay et al., 1982). Also, the input needs to contain 'i+1', an aspect of language that the acquirer has not yet acquired but is ready to acquire" (Krashen, 1991:409).

In other words, input slightly above learners' level of interlanguage (i+1), is crucial to L2 acquisition. Long (2020: 17) asserts that this principle is crucial to scaffolding, which can be time consuming, and is far from the only additional labor that language teachers do in their classroom.

Conversational Labor Inside the L2 Classroom

In the L2 classroom, much of the structured "conversation" in the L2 classroom relies on teachers' facilitative efforts, i.e., *teacher talk.* Teachers' conversation management techniques include the coordination of turn-taking, engagement in repair, use of clarification requests, and, of course, the emotional and cognitive effort involved in processing and producing language in real-time communication (Kasper & Wagner, 2014). Teachers may even ask questions to which they already know the answer, i.e., 'display questions' (Zohrabi et al., 2014) to prompt student engagement. Of course, these facilitative efforts also require the interpretation of social implicit meanings (Yasar & Demir, 2015).

Fishman (1978) describes these general conversational management strategies as 'conversational work', which I reference as 'conversational labor'. Specifically, by analyzing recordings of male-female interactions, Fishman argues that there is an "unequal distribution of work in conversation" between men and women because women largely "make conversations go" (p. 404). Examples from Fishman's recordings include how the women asked more

questions and implemented more strategies to carry a conversation than their male counterpart, but despite this extra effort, were less successful. In analysis, Fishman found one strategy that women used 42.85% more often than men was a so-called *attention beginning*, or the use of statements such as "this is interesting" to introduce a topic because the (female) user cannot assume that the remark itself will be seen as worthy of attention (Fishman, 1978: 401).

Overall, Fishman's results have been widely cited in publications but are not without challenge. For example, McCullen et al. (1995) argue that these relational dynamics have additional levels of complexity, but do not outright contradict Fishman's notion that "it is women who do the bulk of the dirty work in most cultures" (p. 265). In sum, the general concept of 'conversational labor' has stood the test of time and has been expanded in recent works (e.g., McKinney, 2015: 153) from simply coordination to mutual knowledge, truthfulness, and trust, which Fishman argues are necessary for sustainable communication.

In the specific context of the L2 classroom, 'conversational labor' can go unnoticed by beneficiaries (i.e., the students) and/or may even be expected. Specifically, in *Interactional Architecture of the Language Classroom* (2008), Paul Seedhouse depicts the L2 classroom as a *speech community* that relies on unique conversational patterns all executed by the teacher (e.g., Initiation-Response-Feedback [IRF]) as well as unevenly distributed speaking privileges and responsibilities (also managed by the teacher). The interaction primes students to recognize anticipated conversational moves (i.e., a speech act: question) and provide an appropriate response (i.e., an answer). Seedhouse (2019: 11) has refined his concept as "constitutive norms or interpretive resources", which interactants make use of in order to orientate themselves within and to make sense of the ongoing interaction. Most fundamentally, this body of work brings to light that the teacher in an L2 classroom is pursuing an agenda, e.g., the fostering of L2

competency, and although Seedhouse primarily focuses on accuracy, one could say that any pedagogical motive fulfills this purpose. On one hand, this conversational management could be seen as an assertion of power on part of the teacher; on the other, it can be as an opportunity for students to have a moment to regroup as the teacher takes the lead.

The conversational labor performed by the teacher marks the L2 classroom as a speech community that likely needs to be considered distinct from non-institutional speech communities populated by native speakers. In naturalistic settings, L2 learners are not actually perceived as 'learners' by other interlocutors (e.g., NS peers) but rather as L2 users (Cook, 2000). Thus, NSs do not share the same agenda as teachers, i.e., to facilitate language learning or to teach language, and there is no self-evident need for conversation to occur. Therefore, sojourning L2 users would need to take responsibility for a larger role in conversational labor (Fishman, 1978) and execute their own communicative agenda. This adjustment to naturalistic environments may bear consequences for L2 users with limited awareness of language behaviors and who may expect or hope that conversational labor will be performed for them by native speakers. If such labor is not forthcoming, e.g., because the native speaker is or feels overburdened, communication may break down and the conversation may come to an untimely end.

The Cooperative Principle Inside and Outside the Classroom

Under the CLT framework, teachers are expected to model and promote in the classroom the cooperative principle, i.e., that interlocutors are to adhere to certain shared pragmatic, syntactic, and semantic rules to cooperate effectively (Thomas, 1997). This principle, postulated by British philosopher Herbert Paul Grice in 1975, is underpinned by four maxims: (1) Maxim of Quantity, (2) Maxim of Quality, (3) Maxim of Relation, and (4) Maxim of Manner. Respectively, these principles emphasize the importance of being informative, truthful, relevant,

and clear in communication. According to Akkaş and Çöker (2016), Dos Santos (2020), and Astriana and Sulistyaningsih (2020), CLT encourages students to adhere to these principles. However, Grice originally referred to naturalistic environments in his construction of the four maxims, and since then, they have received a sizable amount of criticism. For example, Hadi (2013: 71) describes how Grice's maxims are inflexible, i.e., they "do not address speakers' actual intent in communication or their degree of social acceptance in various contexts." What is more, Laadegaard (2009: 650) argues that Grice neglects certain pragmatic considerations; "human interaction may be irrational and illogical, and resistance and non-cooperation may be adopted as the preferred discursive strategy, and interactants seem to try their best to be 'bad' communicators."

In sum, both in pedagogical (i.e., sheltered) as well as in naturalistic (i.e., unsheltered) settings, the cooperative principle can be violated for a variety of reasons, e.g., speakers may choose to lie; use figurative language, wordplay, sarcasm, or language-based humor; use cultural references that may or may not be shared; or deliberately or casually express identity through the use of regional varieties of language (Hossain, 2021) regardless of whether this language is accessible to all interlocutors.

Teacher Intent vs. Learner Perception

According to Dalton-Puffer (2007), teachers of an L2 modify their speech to facilitate either immediate communication or L2 learning. These two types of accommodation coexist and meet different needs at different times. In immediate communication, teachers' speech accommodation usually attends to the exchange of information in accordance with Grice's Maxims or the development or maintenance of social relationships (Borg, 2003; Yanfen and Yuquin, 2010; Korkmaz, 2021; Milal, 2021), whereas learners' perceptions are formed in part by

their attention and/or awareness, which have been explored in SLA research related to 'input' and 'noticing'. These works are reviewed below.

That is, speech accommodation for L2 learning tends to orient toward objectives embodied in Krashen's (1982) *Comprehensible Input Hypothesis* and VanPatten's (e.g., 2015) theory of *Input Processing*. Specifically, VanPatten believes that input should be presented in a specific manner that helps learners process grammar more efficiently, i.e., under the utilization of *input enhancement* strategies that aim at helping L2 learners to notice specific forms in the input (Smith, 1993; Leow, 2001; Benati, 2006). Importantly, VanPatten (2015) also theorizes that L2 learners first notice and process meaning (i.e., words) before form (i.e., grammar). This led to a pedagogical intervention known as *input enhancement.* Studies in second language acquisition (SLA) have explored *input enhancement* within form-focused instruction (FonF) in morphosyntax through both aural (corrective feedback, speech acts, etc.) and written modalities (i.e., typography and task adjustment). Results have been mixed. That is, some studies (Alanen, 1995; Leow, 1997, 2001; Leow et al., 2003; Wong, 2003; Bowles, 2004; Izumi, 2003; Dastjerdi & Faarshid, 2011) have concluded that *enhancement* has no discernible effect on learning, whereas others (Jourdenais et al., 1995; Lee, 2007; Shook, 1994; Williams, 1999; Saito & Van Poeteren, 2012; Motlagh & Nasab, 2015; Long, 2020) have shown that *enhancement* positively affects learning.

A specific form of *input enhancement* is *input flooding*, which involves repeatedly including a specific target item within a modified text so that it is noticed through the frequency of its occurrence. Again, research has not offered conclusive evidence of the technique's effectiveness. A pertinent study by Lee (2007) found that after *input flooding,* learners could better correct English sentences but performed worse on comprehension tests, but Winke (2013)

replicated Lee's study with results that were the exact opposite.

Despite inconclusive results about the benefits of *input enhancement* and *input flooding* recent work in SLA has focused on the role of attention in mediating between input and learning (Izumi, 2002). While attention involves focusing on specific aspects of language input, noticing is about consciously recognizing and bringing linguistic features to awareness (Issa & Morgan-Short, 2018). Thus, although attention must be present for learning to take place (Schmidt, 1990, 1995; Robinson, 1995b; Dörnyei & Schmidt, 2001), it is the conscious or unconscious noticing of a grammatical form that is considered essential for converting input into intake.

Schmidt's Noticing Hypothesis (1990) posits that conscious *noticing* is the potential start of (subliminal) cognitive/interlanguage change. Simply put, Schmidt argued that "noticing requires focal attention and awareness on the part of the learner" (1990: 139), which may or may not then lead them to acquire target forms (Izumi, 2002).

It is unclear whether learners notice the conversational labor performed by their teachers. Research on *noticing* specifically in the L2 classroom environment is extremely limited in its focus. Existing works have mostly centered on *focus on form* (FonF) and *recasts.* Mackey (2013: 11) describes recasts as a reformulation of all or part of the learner's erroneous utterance immediately thereafter while maintaining the overall meaning focus of the conversation. Under what circumstances, if ever, recasts are effective has been explored in a number of studies (Lyster & Saito, 2010; Ellis, 2012; Mackey, 2013; Alavi et al., 2021; Mamaghani & Zolghadri, 2023) with mixed results.

While the intent and techniques behind *teacher talk* are clear to the teachers, it is uncertain whether language learners actually perceive either the intent or the techniques used. Research on the topic is scant. Some studies show that learners' perceptions of *teacher talk* as a

whole were largely negative, i.e., learners found it “unhelpful”, “repetitive”, or “monotonous” (Schegloff & Sacks, 1973; Chaudron, 1983; Issidorides & Hulstijn, 1992; Maleki & Pazhakh, 2012; Yazdanmehr et al., 2021). One example of a more recent study conducted in an online L3 German classroom during the COVID-19 pandemic found that *teacher talk* was perceived as “boring”, “too long” and that it “lacked in facilitating cooperative tasks” (Yazdanmehr et al., 2021: 271-272). In contrast, Nasmilah (2023) found a moderate correlation coefficient between the use of *teacher talk* and positive student attitudes toward learning English in a secondary school in Indonesia. Additionally, when a student in this study had a positive attitude toward *teacher talk*, they were also found to have a positive outlook of their future L2 learning. However, it needs to be noted that none of these studies investigated whether students realized that *teacher talk* was happening in the first place. They simply correlated *teacher talk*, as measured or hypothesized by the researchers, with learners’ attitudes toward their learning experiences.

To summarize, the reception of *teacher talk* on the part of learners has been researched without attention to the learners’ overarching mental disposition. That is, while studies have occupied themselves with the effects of specific features of teacher talk, such as *recasts*, these effects have been studied without simultaneous exploration of whether learners notice *teacher talk* as a genre, i.e., the specific manner of ‘talk’ that they encounter in class.

Cognitive Aspects of *Teacher Talk*

One tenet derived from Krashen’s *Comprehensible Input Hypothesis* is that *teacher talk*, although modified in some ways, should not deviate from a standardized linguistic system beyond forming a distinct grammatical register (Fillmore, 1985; Hallet, 2000). *Teacher talk* is intended to meet specific cognitive demands, i.e., serve as a hypothetical model to ultimately

enhance students' communicative competence (Shamsipour & Allami, 2012; Abhakorn, 2013; Hermanto, 2015). As Atkinson (2017) puts it,

> "*Teacher talk* may be a mixed case of opportunity provisioning – language provided in modified form to make it more accessible – and stimulus enhancement [to] make [its] linguistic form more salient" (539).

What is more, Kirahla and Tyas (2020) hypothesized that *teacher talk* would consist of four overarching cognitive functions, i.e., encompassing, informing, giving directions, and justifying authority. Techniques used under these functions include providing additional explanations and repetitions, prompting and scaffolding, and guiding students through tasks with hints and guided questioning (e.g., display questions, open-ended questions to promote critical thinking, and closed-ended questions to check comprehension). Indeed, the specific forms and functions of *teacher talk* may be context-contingent.

Further aspects of *teacher talk* that aim at cognitive facilitation include sequencing and organization and visual and nonverbal support (i.e., visual aids, gestures, and body language). More recently, Tellier et al. (2021) studied how teachers adapt their gestures similarly to how they adapt their speech (see next section), according to their interlocutor's proficiency level in the language of the interaction. Finally, the study found that teachers produced significantly more gestures, significantly longer gestures in duration, significantly more illustrative gestures, and significantly larger gestures when addressing students of a lower proficiency level.

Social Aspects of *Teacher Talk*

In a classroom, teachers fulfill a specific social role. Generally, a primary function of a teacher is to contribute to a positive learning environment and foster student engagement (Basra and Toyyibah, 2017). This function encompasses behaviors that provide encouragement, enhance learning, and generally influence the quality of teacher-student and student-student

relationships (Amin & Tahir, 2017; Starr, 2017; Korkmaz, 2021; Narvacan & Metila, 2022). These means can be realized through *teacher talk*, which can have important social connotations (Beebe & Giles, 1984). Despite these intended positive social aspects, students may interpret *teacher talk* to have negative connotations or side effects. Empirical evidence of students' negative associations with *teacher talk*, implies that learners do have the perceptual ability to realize the existence of *teacher talk* (Lynch, 1988; Korkmaz, 2021). For example, *teacher talk* can send a negative message to learners about their language proficiency (Kemper & Harden, 1999), i.e., proficient L2 learners reported overaccommodating *teacher talk* as disrespectful (Lynch, 1988). What is more, *teacher talk* has certain exclusionary tendencies despite its efforts to be inclusionary, i.e., teachers became hesitant to use L2 to manage classrooms, tell jokes, or to give new instructions (Korkmaz, 2021). Despite the very limited research, it seems that when students notice that their beliefs about the appropriate degree of accommodation diverge from those of their teachers, there may be social consequences.

Specifically, under the framework of Giles and Ogay's (2007) Communication Accommodation Theory (CAT), *overaccommodation* refers to "inappropriate modifications based on stereotyped expectations regarding incompetence and dependency", whereas *underaccommodation* is its inverse (Coupland et al., 1995; López, 2019). Both forms of accommodation are a form of *divergence*, i.e., increasing the social distance between two interlocutors (Giles & Ogay, 2007), and tend to be perceived negatively, as per Tajfel and Turner's (1979) Social-Identity Theory. That is, recipients of divergent communication may contribute to loss of individual or group identity, diminished self-esteem, or social exclusion (Borg, 2003; Duggan et al., 2011; Dragojevic et al., 2016). In turn, this form of negatively-perceived accommodation may lead learners to belief that they are insufficient or inadequate

members of a *speech community*. Their thoughts about their potential social roles in a given speech community would be limited to that of failed native speakers.

Intent (and Realization of the Intent) of *Teacher Talk*

In review, interactions in the L2 classroom often exhibit a significant discrepancy in language proficiency and language-use experience between the teacher and the students. Teachers aim to bridge this gap and execute didactic objectives. Šlédrová (2000) describes that "didactic communication represents a specific type of pedagogical communication directed towards teaching" (p. 533). What is more, L2 teachers simultaneously fulfill the roles of class administrators and models of the target language, thus exerting control over the flow and dynamics of classroom interactions. As a result, students find themselves subject to their teachers' linguistic background and knowledge base (Cook, 1999; Walsh, 2013) as well as their specific form of *teacher talk*.

Despite the general lack of attention to how *teacher talk* is perceived, its linguistic features in the EFL/ESL classroom have been explored in greater depth. These features have been combined from multiple research publications (Henzl, 1979; Early, 1985; Chavez, 2006; Hermanto, 2015; Masruuroh & Kusuma, 2018; Kuder, 2017; Long, 2020; Korkmaz, 2021; Tellier et al., 2021; López Bastidas, 2023) into the following enumeration: (1) the simplification of grammar, (2) the simplification of vocabulary, (3) exaggerated pronunciation, (4) slower speech rate, (5) careful articulation, (6) high pitch, (7) high volume, (8) exaggerated intonation, (9) shorter sentences, (10) more frequent pauses, (11) longer pauses at constituent boundaries, (12) avoidance of humor, (13) codeswitching, (14) avoidance of idioms (15) neutral (i.e., non-stylized) vocabulary (16) use of gestures.

Much less research is available on *teacher talk* in the L2 German classroom specifically.

The two studies on this topic (e.g., Kim & Elder, 2005; Chavez, 2006) highlight the significant role of teachers' language use in second language (L2) classrooms and its potential impact on students' language learning outcomes. In the study by Kim and Elder (2005), conducted in New Zealand across various foreign language classrooms, including L2 German, it was observed that native speaker teachers tended to rely heavily on the first language (L1) for more complex interactions. In the same vein, Chavez's (2006) study revealed considerable variability in different teachers' L2-to-L1 language ratio (i.e., from 12:1 to 2:1) in an L2 German program at a U.S. American university. Chavez further explored how teachers' perceptions of their professional roles and pedagogical beliefs influenced their language use in the classroom. Results suggest that teachers' self-perceptions and beliefs about language teaching play a significant role in shaping their language use patterns during instruction. Thus, it must also be considered that a large degree of inter-teacher variability exists with regard to *teacher talk* (Long, 1982; Chavez, 2006).

The concept of 'simplicity', i.e., or its opposite 'complexity', deserves particular attention among the many features of *teacher talk* because of its prevalence in research. In SLA research, different types of complexity – many of them contested – have been outlined, e.g., by the source of complexity (e.g., *cognitive complexity, linguistic complexity,* etc.) as well as the area in which it manifests (e.g., *lexical complexity, syntactic complexity,* etc.) As Housen and Kuiken (2009) assert, complexity and all its intricate facets are notoriously difficult to operationalize and measure. What is more, it is unclear how complexity manifests itself in the various domains of language (e.g., phonology and prosody, lexis, morphology, syntax). Thus, its counter-concept, *simplicity* (or, relatedly, *simplification*), is equally difficult to define with regard to the form and function of an L2 feature (DeKeyser 1998; Jordens et al., 2005).

Despite problems of operationalization and measurement, both lexical and syntactic simplification are described in literature on *teacher talk.* Traditionally, the assessment of *lexical simplification* referenced the length of a word or the frequency with which it occurred in a language's lexical inventory (Drndarevic & Saggion, 2012), However, it has been expanded to include other points of reference, i.e., concepts, such as the richness, diversity, and sophistication of lexical items (Malvern & Richards, 2002; Han et al., 2023). Specifically, Henzl's (1979) showed that in *teacher talk* lexical simplification happened and took one of three forms: (a) individual lexical items were substituted with more general synonyms; (b) syntactic structures were often "translated" into non-idiomatic forms; (c) non-stylized (neutral) vocabulary was preferred over stylized vocabulary. I was unable to identify additional studies on simplification in *teacher talk*. Conversely, some researchers have investigated the relationship between learners' L2 proficiency and their propensity to simplify. Crossley et al. (2011) argued that lexical indices can serve as predictors of language learners' proficiency levels. Other studies focused on the syntactic complexity or the length and frequency of sentence structures in learner language (Ortega, 2003; Lu, 2011). However, all in all, there is a paucity of research on the execution and perception of *simplicity* as well as *simplification* (or, conversely, *complexity*[4]) in both *teacher* and *learner talk.*

2.2 *Foreigner Talk*

L2 users, defined by Vivian Cook (2002: 1) as "any person who uses another language than his or her first language (L1)" outside the classroom may encounter a type of language use that has been captured among different terms, including that of *foreigner talk*. Most generally and regardless of the specific term used, research (Ferguson, 1975; Wenk, 1978; Lattey, 1981)

[4] I acknowledge that the concept of simplification rests on the assumption that the base form is 'complex' or, at least, 'more complex', whatever that is and that there is no counter concept of 'complexification.'

has aimed to describe how native speakers (as well as other L2 users) adapt their speech, often in attempts to 'simplify' language, when they converse with an individual who is perceived to have limited linguistic proficiency in a given language. Research on *foreigner talk* is characterized by conceptual, terminological, and definitional variability but here I provide one of Charles A. Ferguson's original descriptions of the term:

> "*Foreigner talk* is commonly regarded in a given speech community as an imitation of the way foreigners speak the language under certain conditions, and it is usually elicited more readily by asking for this kind of imitation than by asking the informant how he would speak to a foreigner (Ferguson, 1975:1).

As shown, the original term presented one assumption, which is not reflected in my use of the term. Namely, research implied that 'foreigners' speak differently from 'non-foreigners', i.e., that foreigners speak their own 'version of the language' (e.g., Ferguson, 1975; Freed; 1980). However, the term has since been altered to reflect the idea that if foreigners speak differently, then they also should be spoken to differently. In sum, the original concept of *foreigner talk* in research focused on the production of language for non-native speakers. However, it remained unclear whether, to what extent, and why one *should* speak to non-native speakers (foreigners) the way they (the foreigners) themselves 'speak' i.e., that modifications should capture language features that may be considered inconsistent with 'standard' varieties of language (e.g., '*deliberately using distorted grammar*').

Researchers investigated these issues in the 1980s (e.g., Clyne, 1981; Hatch, 1983). Specifically, Evelyn Hatch (1983) presents three hypotheses that could explain 'deviant' modifications in *foreigner talk*: (1) regression, i.e., native speakers move back through their stages of development until they find an appropriate level; (2) matching, i.e., native speakers assess the speaker's L2 proficiency and imitate forms they observe; and (3) negotiation, i.e., native speakers simplify and clarify in accordance with the feedback they obtain from learners.

Thus, Hatch's work exemplifies how researchers reflected on how to explain 'talk directed at foreigners' as opposed to 'talk produced by foreigners'. This distinction was crystalized in more recent studies that operationalized the more precise term *foreigner-directed speech* (e.g., Hazan et al., 2015; Bobb et al., 2019; Piazza et al., 2021) even as other studies maintained the use of *foreigner talk* (e.g., Rodriguez-Cuadrado et al., 2017; Hu, 2022). Despite its multiple operationalizations, the term *foreigner talk* has not been directly contested in literature.[5] In short, different authors elect to use different terms at various periods in history, i.e., *foreigner talk* was used exclusively in the 1970-early 2000s, whereas both *foreigner talk* and *foreigner-directed speech* (FDS) have been used to denote the same concept in publications in the 2010-2020s.

Over time, however, it seems research has shifted toward the privileged use of *foreigner-directed speech,* for several reasons. Foremost, the term *foreigner talk* is ambiguous in that it can reference speech produced *by* as well as speech produced *for* 'foreigners'. Nevertheless, the retention of the predicate 'foreigner' continues a tradition of exclusion. Similarly, researchers have criticized the related successor term 'non-native speaker' (Schmitz, 2013; Cook, 2016). Despite these concerns, in the present study, I will retain the term *foreigner talk* because of its brevity (in comparison to the three-part term, '*foreigner-directed speech'*); its openness toward a bi-directional communicative perspective (again, in comparison to the term 'foreigner-**directed** speech'); its ability to encompass **non-speech** elements (such as non-verbal communication or analytical concerns that go to content and genre, e.g., cultural references or the use of humor); and the documented self-positioning of learners who orient toward speech communities that they

[5] Nevertheless, I acknowledge that (a) the most problematic component of the term is '*foreign*[er]' (e.g., Gass & Varonis, 1994; Montrul & Ionin, 2012; Rodriguez-Cuadrado et al., 2017; Labotka & Gelman, 2020) (b) similarly, the term 'non-native speaker' later came under criticism as well (e.g., Schmitz, 2013; Cook, 2016); and (c) most recently, the related term 'foreign language' has become contested (e.g., Hall & Cook, 2012), with multiple suggested replacements, none of them definitive, e.g., World Languages, Additional Languages, or just 'languages'.

themselves define around as ‘native speakers’ (see Norton, 2001; White, 2016) and, by extension, around themselves as ‘non-native speakers.’ Acknowledging potential criticisms of either term, I will for the present purposes equate ‘foreigner’ with ‘non-native speaker.’ The term *foreigner talk* will serve as designation for ‘native-speaker talk produced in communication with non-native speakers’ or, even more precisely, ‘the talk that university students of German produce in communication with U.S. American university students, who are native speakers of English and intermediate learners of German at a German university and its social environment.’ In using the term *foreigner talk*, I presume no modifications at all, neither in form nor their fundamental existence. As a matter of fact, one objective of this study is to assess how L2 German users experience *foreigner talk*, which may include the possibility that they perceive no difference between native-to-non-native-speaker communication and native-to-native-speaker communication.

2.2.1 Diverging Objectives of *Teacher* and *Foreigner Talk*

Most fundamentally, *foreigner talk* is akin to *teacher talk* in that both are ‘simplified registers’ (Ferguson, 1975). However, I discuss how they differ with regard to the objectives that drive this ‘simplification’; and further below the realization of this ‘simplification’ in scope and specific forms; and the social implications that arise from the two types of ‘simplification’.

Primarily, the objective of teacher talk is for the purposes of learning and/or teaching, i.e., to provide the comprehensible input (i+1) described by Krashen (e.g., 1982) while preserving ‘authenticity’ (i.e., minimally, to not alter the language and maximally, to resemble conversations among native speakers). In fact, L2 exchanges in instructional settings (i.e., during an ongoing lesson) very often do not genuinely replicate naturalistic conversation (Kramsch, 1981; Nunan, 1987; Legutke & Thomas, 1991; Kumaravadivelu, 1993; Gharbavi & Iravani,

2014). Seedhouse (2008: 70) asserts that for communication to be authentic, it would have to, by definition, be unrestricted in terms of turn-taking and participation and the conversational labor evenly distributed among interlocutors. Thus, *teacher talk* is, at best, only 'replicated authenticity' due to predetermined and prescribed conversational roles. In short, learners are conversational participants but there is no expectation of them being partners. What is more, the content of the topics touched on in L2 classrooms are also largely predetermined; their very existence is immediately motivated through the environment and do not require an impetus beyond this being a 'language class.'

Conversely, these conversations have few if any 'real-life' implications. By comparison, in *foreigner talk*, native speakers modify their speech to be understood, i.e., native speakers use the type of language that they believe accommodates the language capabilities of their non-native interlocutor with the goal to limit the likelihood of a conversational breakdown (Dela Rosa & Arguelles, 2016; Frank & Smith, 2018). More precisely, Margić (2017) showed that most of the native speakers of English that were surveyed viewed *foreigner talk* as a means to facilitate communication, show respect, and avoid conflicts. Overall, conversational objectives outside the classroom are broader, ranging from an immediate need (i.e., making a purchase or asking for directions) to an attempt to build relationships. Importantly, these interactions can be multi-layered, e.g., the L2 user may want to both satisfy an immediate need and practice ('learn') the language.

Thus, the objectives of the L2 user and the L1 user are not always self-evident and not all objectives may be shared between them, e.g., L1 users may not realize that besides providing information, they are also supposed to provide language practice. These objectives (or expectations) need to be established implicitly or explicitly for a conversation to take place;

different from *teacher talk*, potential conversational partners can refrain from engaging in conversation at all, thus not allowing an L2 user to join their 'imagined community' (Kanno & Norton, 2003), even just temporarily. On the other hand, some interactions may be initiated by L1 users and take L2 users by surprise. In these instances, L2 users are obliged to navigate such interactions with whatever interlanguage tools they can muster and may struggle to determine the objectives and/or be recruited into their imagined community.

Learners' Imagined Communities

In 1983, Benedict Anderson introduced the novel concept of *imagined communities* to explore national identity. Specifically, he characterized a nation as an *imagined community* because "the members of even the smallest nation will never know most of their fellow members, meet them, or even hear of them, yet in the minds of each lives the image of their communion" (Anderson, 2006: 6).

Bonny Norton then imported Anderson's notion into the field of SLA because "the learning of another language, perhaps more than any other educational activity, reflects the desire of learners to expand their range of identities and to reach out to wider worlds" (Pavlenko & Norton, 2007: 670). In the context of SLA, Norton describes imagined communities as: "groups of people, not immediately tangible and accessible, with whom [learners] connect through the power of the imagination" (Kanno & Norton, 2003: 241).

Norton (2001) also wrote about the concept of *imagined communities* in SLA by describing how learners make an investment in their identity as an L2 user:

> "Learners will expect or hope to have a good return on their investment in the target language – a return that will give them access to the privileges of target language speakers. Thus, an investment in the target language is also an investment in a learner's own identity, an identity which is constantly changing across time and space" (p. 166).

In other words, learners aim to foster belonging within these communities with use of their L2, even though these communities may extend beyond immediate social networks and the L2 classroom. Norton and Toohey also highlighted that learners' aspirations "for the future (or their children's future) are integral to language learner identity" (2011: 415). Thus, learners' perceptions of these native-speaker speech communities influence their engagement with language learning practices and their motivations to integrate with native-speaker speech communities (Dörnyei, 1990; Norton, 2001; Rubenfeld et al., 2006; Ryan, 2006; Anya, 2011).

What is more, drawing on the American Council on the Teaching of Foreign Languages (ACTFL)'s World Readiness Standards for Language Learning, White's (2016: 139-140) data reveal that "participation in physical communities comprising native speakers of German in a target-language-speaking country were most frequently imagined and valued by learners." However, she also found that L2 learners rarely considered using technology to reach out to these target communities, which highlights the importance of physical contact, i.e., sojourning, for language learners to develop contacts with native speakers. Indeed, despite the criticisms of the term 'native speaker' in the field of SLA, the concept of the 'native speaker' remains in the forefront of the minds of L2 learners. Thus, how learners perceive these native-speaker communities and their own potential place within them influences their engagement with language learning practices and their language learning motivations (Dörnyei, 1990; Norton, 2001; Rubenfeld et al., 2006; Ryan, 2006; Anya, 2011).

Despite how central the imagination of community membership is to L2 learners' objectives, behaviors, and motivations, relatively little attention has been paid by language professionals and, most likely, language learners themselves to whether and how L2 users can gain admittance. The following sections preview barriers to entry that L2 users may experience,

i.e., native speaker attitudes; language varieties; and avoidant forms of language use.

Native Speaker Attitudes

In social science, attitude is characterized as an individual's sentiment or emotional disposition towards organizations, products, services, or individuals (LeVine & Campbell, 1972). Levin and Campbell elaborate that "a person's viewpoints, interpretations, and actions are shaped by their personal encounters and the perspectives and convictions they have acquired from external influences, including social media, thereby shaping their self-concept" (p. 489). Some research suggests that, in fact, learner expectations may clash with some realities of native-to-non-native-speaker communication in many of the world's nations (Hebbani & Colic-Peisker, 2012; Shi & Wang, 2014; Holmes & Stubbe, 2015; Hee, 2015; Dannerer et al., 2017; Muchura-Theuri & Obuya, 2018). For example, in Kenya, L2 users were not allowed into conversations at all (Muchura-Theuri & Obuya, 2018). Further research on Chinese business expatriates in at least six countries (i.e., Russia, Brazil, the Middle East, UK, Germany, and the USA) showed that grammar mistakes and differences in communication styles contributed to issues in the intercultural communication (Shi & Wang, 2014). Perhaps due to these differences, research indicates a degree of social bias on the part of the native speaker.

Many of the most prominent examples associated with language bias concern 'accent', which is defined in the Oxford English Dictionary as "a way of pronouncing a language that is distinctive to a country, area, social class, or individual". For example, Hebbani and Colic-Peisker (2012) showed that an African accent posed difficulties for African-born refugees in Australia to secure employment. What is more, even in cases where immigrants found jobs, they found that language difficulties related to both understanding and producing vernacular surrounding native-speaker community of Australian English prevented effective

communication.

Indeed, research shows that further social factors may play a role in determining native-speaker attitude, e.g., a speaker's first language (or dialect), national provenance, ethnic background, perceived socio-economic status, reason for the sojourn (e.g., tourism, employment, etc.), etc. may influence a native speaker's attitude toward a non-native speaker (Meisel, 1980; Hee, 2015; Wheeler & Kang, 2016; Dannerer et. al, 2017; Reid et al., 2019; Kasa, 2023). Indeed, given the magnitude and complexity of these contributing factors to social bias, each situation should be carefully considered rather than generalized and stereotyped. However, social biases are the magnitude and intricate nature of, these factors should be carefully considered and analyzed on an individual basis. What is more, biases are multidirectional and could also be applied to native speakers of a given L2, or even to individual varieties of the L2 itself (e.g., Obeid, 2015).

Language Varieties

What is more, in instructed L2 learning, course and textbook labels that use one-word language designations, e.g., **German** 101, Introductory **German**, etc., can mislead learners to envision a homogenous language with an equally homogeneous community of speakers. As is true for other 'languages,' e.g., French (e.g., Wernicke, 2016), what classroom learners encounter as 'German' (to use the problematic term after all) really stands in as a deficient construct for multiple national varieties (Bex, 1994; Milroy, 2001; Mougeon et al., 2010; Troyan, 2012; del Valle, 2020; Kilmanova & Hellmich, 2020; Dobrushina & Sokur, 2022; Agoke, 2023), even more regional or dialectal varieties (Valdman, 1963; Davies, 2000; Lam & O'Brien, 2014; Williams et al., 2020), and multiple registers (Tarone & Swain, 1995: 172), with the German

taught most closely resembling formal written language, which also tends to be more standardized.

Most fundamentally, although research has suggested that the existence of a 'standard language' is a social myth that may not accurately represent the linguistic diversity and variability present in language use (Bex, 1994: 59), the instruction of a monocentric 'standard language' still prevails in the modern-day L2 classroom. Ruck and Schafer (2020) explain why some might argue that teaching a 'standard language' is beneficial to learners because it "reduces the complexity and dynamics of a language into manageable, straight-forward pieces that learners can realistically process and that instructors can reliably assess" (p. 1). However, these scholars go on to identify numerous challenges and risks in this approach;

> "Reductions of complexity may produce overly simplistic, homogenizing, and likely distorted representations of a language as well as of language users. Moreover, linguistic norms are anything but objective; rather, they are human made and therefore reflective of human social systems and their intricate hierarchies, hegemonies, and regimes" (2020: 1-2).

Despite these challenges, there is still a lack of awareness and "systematic integration of regional varieties into L2 German teaching. (Ruck, 2020: 1). Thus, practices in the L2 classroom at least partially contribute to learners' incomplete view of German as a pluricentric concept. It then follows that L2 users who were instructed in 'standard German' usually lack the ability to produce or even understand language varieties that express situated identities (Gates, 2017). Thus, learners may believe that the use of a 'national standard' is socially inclusive despite how closely linked national, regional, and dialectal varieties as well as of different registers are to expressing affiliation with specific groups as defined by nationality, region, social or situational characteristics, etc. (e.g., Dannerer et al., 2017; Anjelia & Rosa, 2019; Mustajoki, 2019). Finally,

learners may transfer L1 biases about dialects into L2 contexts (Obeid, 2015) if they do not understand the very different sociolinguistic (socio-dialectal) landscape(s).

Avoidance of Specific Types of Language Use

Beebe and Giles (1984: 23) wrote that L2 learners may simply avoid using a structure that is difficult for them. If native speakers perceive their interlocutor to have a lower language proficiency, they may also elect to avoid specific linguistic structures as well as language-use behaviors (Tellier et al., 2021). That is, without a high level of language proficiency and/or a shared cultural history, L2 users would have limited to no way of knowing about various language-use behaviors pervasive in a native-speaker community, i.e., humor, language play, sarcasm, and cultural references, used by L1 users. These behaviors can create additional barriers to community membership for L2 users. Literature on the avoidance of these language-use behaviors will be reviewed later in this chapter; they are only previewed here because, in addition to being a form of modification, avoidant language-use behaviors also constitute a barrier to community membership for L2 users.

In sum, it is unclear whether (a) learners' aspirations to join a native-speaker speech community consider all linguistic or social factors necessary for true group affiliation; (b) learners transfer principles/expectations that they learned in one speech community (i.e., the L2 classroom) to another (i.e., native-speaker peers) despite their differences, (c) learners are able to join a native-speaker community, and if so, under what conditions. Specifically, learners' aspirations to join could engender incorrect assumptions, i.e., classroom interactions (i.e., speaking privileges and responsibilities) are akin to naturalistic settings. If so, and learners cannot 'join' a native-speaker community, they may enjoy the concept of *legitimate peripheral participation*. Lave and Wenger (1991) describe, within a community of practice, a dynamic

process where newcomers gradually access information and interact with seasoned members within a community. The bestowal of legitimacy is contingent upon various factors and is intricately intertwined with social structures and power dynamics (Lave & Wenger, 1991: 36). This concept will be more thoroughly discussed in Subchapter 2.3.2.

Cognitive Benefits of *Foreigner Talk*

In fact, non-native listeners commonly perceive *foreigner talk* as clearer than speech directed at native speakers, potentially due to this register aligning with their language learning needs (Hazan et al., 2015). In Bobb et al.'s (2019) study, participants blindly rated the clarity of *foreigner talk* and speech directed at native speakers. Results showed that non-native listeners consistently rated *foreigner talk* as clear speech and speech directed at native speakers as less intelligible.

Similarly, Kangatharan et al. (2015) found that *foreigner talk* was perceived as clearer than *native talk* across all L2 proficiency levels, and this evaluation was less affected by noise than other registers. While these findings suggest a potential boost in L2 intelligibility for non-native listeners, only one study used neuroimaging techniques to measure speech processing and comprehension. With the use of electroencephalography (EEG), Uther et. al (2012) found that phonetic adjustments were detected regardless of language status.

Furthermore, while some general features of *foreigner talk*, i.e., speaking slowly, vowel hyper-articulation (Kuhl et al., 1997) may enhance speech clarity for all L2 learners, other features may be language-specific. For example, certain loan words may be inserted based on the non-native speaker's background (Ferguson, 1975). However, other researchers question whether native speakers know how to make these types of accommodations for their non-native speaker peers (Sweeney & Hua, 2010). In this study on the use of English in native-to-non-native-

speaker communication in the United Kingdom, most native speakers accommodate non-native-speaker peers to some degree, but these accommodations varied widely from speaker to speaker and were employed somewhat inconsistently. Margić (2017) contended that FT may hinder L2 enhancement by not exposing learners to the complexities of the language.

First, with regard to intent, Biersack et al. (2005) held that L2 listeners might benefit from having more time to parse, segment, and analyze linguistic information when speech rate is slower. However, this may not be universal for all learners. For example, although Kühnert and Antolík (2017) found that French native speakers accommodated their production to the English listeners (French L2 learners) by slowing down their speech rate, they also found that native English speakers did not significantly lower their speech rate when they interacted with L2 English speakers (the French). This finding on English speakers contrasts both with the results for the French participants in this study, and the authors speculate that this may be due to different proficiency levels by group. In sum, a low speech rate may indicate a perception of a different level of language proficiency between speakers, and a higher speech rate may indicate a perception of advanced proficiency. What is more, it has been hypothesized that speech rate, vowel hyper-articulation, and pitch modulate the degree of negativity associated with FT (Stewart & Bouchard-Ryan, 1982; Uther et al., 2007; Knoll et al., 2009; Knoll et al., 2015).

2.2.2 Realizations of *Foreigner Talk*

Against the backdrop of Communication Accommodation Theory, the subchapter explores the (potential) realizations of *foreigner talk*. These documented modifications span linguistic, paralinguistic, nonverbal, and social dimensions. In research, however, social dimensions have barely been given any attention, and I argue that these hypothesized modifications are just as broad – if not broader – in scope. Most fundamentally, without L2

pedagogical training, native speakers (L1 users) follow their intuitions (informed by multiple experiential, attitudinal, and educational circumstances) and may further be guided by their investment in the conversation or the conversational partner. Finally, native speakers' intuitions are informed by their own concept of 'simplification', which will also be problematized in this section.

Theoretical Framework

The Communication Accommodation Theory (CAT)[6] is a sociolinguistic framework rehauled by Giles and Ogay in 2007 that seeks to explain how individuals modify their communication behaviors when interacting with others. Taking a holistic approach, CAT considers linguistic factors, paralinguistic, nonverbal, and social factors, in interactions between individuals from different linguistic or cultural backgrounds. Furthermore, in native-to-non-native-speaker communication, individuals make modifications to either decrease social distance (convergence) or increase social distance (divergence) in interaction. As such, CAT not only concerns itself with the content of an interaction, but also the intentions and perceptions of speakers and the social consequences of their *accommodation*, i.e., modifications to decrease or increase social distance.

The Communication Accommodation Theory (CAT) has been applied in varied settings (Galvin & Braithwait, 2014). Most fundamentally, researchers have utilized CAT to understand and analyze communication between individuals with differential power, status, and/or responsibilities, such as interactions in parent-child relationships (e.g., Colaner et al., 2014; Soliz et al., 2010), healthcare, (e.g., Momand et al., 2022; Pretorius, 2017), and business settings (e.g., Ayoko et al., 2022).

[6] Originally imported into SLA from social psychology, Communication Accommodation Theory was formerly known under the name "Speech Accommodation Theory".

CAT contributes to the understanding of how communication is linked with self-and other-identification with particular groups (Soliz et al., 2010). Thus, the use of accommodative communication can be especially useful when navigating sensitive topics between various in- and out-groups. Current examples come from groups defined by differences in religious affiliation (Colaner et al., 2014), sexual orientation (Soliz et al., 2010, and ethnicities (Soliz et al., 2010). What is more, CAT has been used as a tool to improve communication between members of different groups, such as healthcare providers and patients (e.g., Pretorius, 2017; Momand et al., 2022). Notably, Pretorius (2017) found that healthcare providers' perceived motives and willingness to communicate influenced patients' evaluations of interactions with their providers more than communication problems. Momand et al. (2022) found that after healthcare providers received training in CAT, they became more aware of nonverbal communication made by patients with dementia, which ultimately led to improvements in the quality of their care. These findings are also applicable in other areas, such as conflict management in the workplace between culturally diverse groups (Ayoko et al., 2002).

In SLA, CAT has been applied to analyze communication between language teacher and language learners (e.g., Wei-Zheng, 2019) and L1 and L2 users (e.g., Hu, 2022). Specifically, Wei-Zheng (2019) showed that in EFL classrooms in China, accommodative behaviors, i.e., convergence, can shape teacher-student interactions. A key takeaway from this study was that "the more accommodation strategies the teacher used, the better the classroom interaction" (108). Then, in naturalistic environments, Hu's (2022) study revealed how instrumental CAT can be in explaining how native speakers adjust their speech to accommodate non-native speakers, i.e., how, why, and when they use *foreigner talk*. Two L2 users of English were recorded in

conversation with L1 users of English. At times, the L2 users' perceptions of modifications made by L1 users differed based on the intent that L2 users attributed to their L1 interlocutors.

In sum, CAT is a relevant and versatile framework that has been applied to predict, explain, and improve communication and outcomes in several settings.

Overarchingly, CAT-inspired research adheres to six parameters, i.e., (1) accommodation is an aspirational/intent-based concept; (2) accommodation in this study is perceived as a behavior, not an outcome (i.e., the recipient may or may not actually be accommodated); (3) accommodation can concern a variety of forms of language use (e.g., pacing and pausing, phonetic realizations, frequency and obviousness of gestures, avoidance of humor, etc.); (4) accommodation may or may not be perceived regardless of its degree of presence/absence; (5) accommodation may be offered with various intents, based on cognitive or social readings, i.e., those on the receiving end of accommodation may make various cognitive and social attributions to accommodation that they perceive; and (6) those on the receiving end may be more or less ready to notice accommodations when they concern specific forms of language use. This subchapter aims to outline the related theory and concepts that underpin these parameters in order to eventually substantiate the 29 language-use behaviors (LUBs) presented in the research instrument through the delineation of modification vs. accommodation, modification, which are then divided into existing and potential forms of speech modification, and finally, socially-positive modification, alternatively termed (L2) accommodation.

Language-Use Behaviors: Modification vs. Accommodation

As defined in the Longman Dictionary of Language Teaching and Applied Linguistics, modification is "a type of communication strategy in which the speaker simplifies or elaborates a normal discourse pattern in order to make a message more accessible to a listener". In other

words, the overarching concept of altering language elements to influence performance. On the other hand, accommodation is defined within Communication Accommodation Theory (CAT) as a modification with a specific social purpose, i.e., to establish rapport, enhance understanding, or convey attitudes towards their communication partners (Giles, 1973; Giles et al., 1991; Giles & Ogay, 2007). The following two subsections further tease out the umbrella term, modification, from accommodation of language-use behaviors.

Modification of Language-Use Behaviors

Linguistic modifications have been operationalized as the specific changes made to language elements for the purpose of facilitating communication, learning, or assessment in specific contexts (Abedi et al., 2000; Young et al., 2014). In reality, these modifications are more or less planned, i.e., they occur on a theoretical 'continuum of plannedness'. Precisely, modifications can range from deliberate decisions (i.e., altering grammatical forms) to intuitive behavior (i.e., shying away from certain speech acts or figurative language). In turn, these modifications have an impact on the recipient cognitively and/or socially. For example, modifications may go unnoticed on the part of the recipient, and the recipient may not be benefit – or, worse, they could suffer as a result – cognitively and/or socially.

Research on specific linguistic modifications is not holistic, with more attention having been given to explicit (or obvious) modifications and little to none to the implicit (subtle) modifications. What is more, little is known about the specific attributes of a recipient that trigger modifications by a speaker.

Before addressing accommodation, the following subsection will work through existing research on modifications from most to least documented, i.e., lexical and syntactical simplification, pacing and pausing, acoustic features, communication strategies and

conversational organization, nonverbal communication, deception, and potential forms of avoidance. In describing potential forms of avoidance, which are documented in research to varying degrees. What is more, these forms of avoidant language-use behavior are not always considered in research to be forms of modification, but I argue that they should be. In this way, I offer a more comprehensive view of modifications as they relate to the 29 language-use behaviors used in the research instrument. This section focuses on providing a general review of literature on nonverbal communication, i.e., gestures and facial expressions, in SLA research in naturalistic settings. However, when research in naturalistic settings was limited, it was supplemented with research conducted in instructed settings.

Lexical and Syntactical Simplification

Classical studies on *foreigner talk* extensively document native speaker efforts to simplify their speech lexically or syntactically for reasons of cognitive accommodation (Bloomfield, 1933; Ferguson, 1975; Fillmore, 1976; Hatch, 1979; Long, 1980; Scarcella & Higa, 1981; Kelch, 1985; Sweeney & Hua, 2010; Zając & Rojczyk, 2014; Alfallaj, 2016; Long, 2020; Tal, 2023). Importantly, however, in the context of L2 modification, ‘simplification’ depends on what the speaker thinks is ‘simple’, but this may or may not correspond with what the listener thinks.

Notably, lexical simplification can involve using high-frequency words, short noun phrases, approximation of the correct target-language structure, new word coinage synonyms, and paraphrasing/circumlocution (Tarone, 1980; Sweeney & Hua, 2010; Long, 2020; Tal, 2023). Further studies in SLA from the late twentieth century show that native speakers avoid certain aspects of grammar with non-native speakers, such as shorter and syntactically simpler

structures, fewer relative clauses, subordinate clauses, tenses, and moods (Fillmore, 1976; Krashen, 1978; Hatch, 1979; Scarcella & Higa, 1981; Alfallaj, 2016). What is more, articles in the corporate world have been published on the importance of using present tense and the indicative mood when working with non-native speakers of English (Kelch, 1985).

Linguistic modifications related to syntactic simplification may also be ungrammatical due to the omission, expansion, or replacement of various language elements (Ferguson, 1975). Other studies also document native speaker use of ungrammatical language (Valdman, 1976; Ramamurti, 1977; Clyne, 1978; McCurdy, 1980; Nelson, 1992), but it is unclear whether this ungrammaticality is the result of approximation (Bloomfield, 1933; Long, 1980; Zając & Rojczyk, 2014). Schachter (1974) has shown that avoidance may be manifested as a below-normal frequency of a structure such as the relative clause.

SLA research conducted on *foreigner talk* in L2 German in the context of migrants shows somewhat frequent production of ungrammatical language. This included the deletion of syntactic elements (e.g., articles, pronouns, function words, etc.), uncommon word order in a sentence, non-separation and non-conjugation of verbs, avoidance of subordinated clauses, and codeswitching (Ostow, 1975; Meisel, 1980; Roche, 1989; Fasch, 1993; Schaller-Schwaner, 2018).

However, there seems to be a degree of overlap between the L1 speaker and L2 listener beliefs about simplicity in German. In Fobbe's 2014 study on "*Fingierte Lernersprache*", or imagined learner talk, native speakers identified many of the same grammatical categories and produced similar patterns of errors that were identified by L2 learners as the most difficult aspects of German language-learning, i.e., adjective endings, gender, case, number, subjunctive, and word order (Chavez, 2017).

Pacing and Pausing

Modifications enacted by a native speaker with regard to their rate of speech production have been documented either in absolute terms or by lexical item (Ferguson, 1975; Klein & Heidelberger Forschungsprojekt, 1978; Hatch, 1979; Ramamurti, 1980; Kelch, 1985; Nelson, 1992; Fasch, 1993; Biersack et al., 2005; Scarborough et al., 2007; Rodriguez-Cuadrado et al., 2018; Piazza, 2021).

Similar works have analyzed the length of pauses (Henzl, 1974; Ferguson,1975; Fasch, 1993; Biersack et al., 2005; Scarborough et al., 2007; Kangatharan, 2015; Bobb et al. 2019; Lorge & Katsos, 2019), but the frequency of pauses in native-to-non-native-speaker (NS-NNS) communication remains largely unexplored. Only one dissertation study that was found on the frequency of pauses measured the effect of the removal of non-juncture pauses on the attitude of L1 speakers toward L2 speech (Lin, 2015: 103).

Acoustic Features

Multiple studies show linguistic modifications related to acoustics, i.e., vowel hyper-articulation with /a/, /i/, and /u/ (Knoll et al., 2007; Scarborough et al., 2007; Uther et al., 2007; Knoll, Scharrer, & Costall, 2009), However, this hyper-articulation did not extend to consonants (Piazza et al., 2021).

It did, however, extend to the clear enunciation of individual sounds (Ferguson, 1975; the Klein & Heidelberger Forschungsprojekt, 1975; Freed, 1978; Ramamurti, 1980; Nelson, 1992). For example, Nelson (1992) found that one man's speech was generally stress-timed sentence typical in Standard English when communicating with a fellow native speaker of English, but that his stress pattern, i.e., syllabification, seemed nearer to syllable-time in conversation with non-native speakers.

Classical and more recent studies on *foreigner talk* suggests that speaking at a high volume is a common linguistic modification in native-to-non-native-speaker communication (Ramamurti, 1980; Fasch, 1993; Hazan et al., 2015; Rodriguez-Cuadrado et al., 2018; Al-Kendi & Khattab, 2019; Piazzi, 2021). However, the evidence for this claim to date is not robust, and no studies have directly tested whether it is an acoustic correlate of another feature (Piazzi, 2021), i.e., research has not distinguished whether volume enhancement is a primary or secondary function of linguistic modification.

Communication Strategies and Conversational Organization

As was discussed with regard to *teacher talk,* native speakers have been known to play a facilitative role when in conversation with a non-native speaker because of the differential in language proficiency. In fact, Bortfeld and Brennan (1998) and Sweeney and Hua (2010) found that native speakers produce a higher portion of words compared to non-native speakers. Further, Bremer et al. (1996) illustrated that in conversations between native speakers (NSs) and non-native speakers (NNSs), the interlocutor who possesses proficiency in the majority language typically wields more linguistic resources. Thus, they often exert significant influence over the interaction, potentially shaping or controlling it.

Specifically, studies suggest that native speakers control the conversation through questions and topic initiation (Scarcella & Higa, 1981; Beebe & Giles, 1984; Morris-Adams, 2016). Goody (1978) stated that topic initiations and questions ‘compel’ answers; Long (1981: 149) concurs that these moves “ensure the NNS’s participation despite his limited linguistic ability”. Furthermore, when learners show lack of comprehension, Long (1981: 36) describes that, as a part of conversational labor, native speakers repeat or recode (e.g., through paraphrase or substitution of lexicon) their messages and adjust “wh-” to “yes/no” questions.

Tarone (1980) also notes that both native and non-native speakers make use of clarification requests (e.g., “What do you mean?). Similarly, Nishida et al. (2014) found that clarification requests can motivate both types of speakers to continue a conversation. However, other types of requests, i.e., indirect, are not explored in SLA research. What is more, topics that are deemed ‘difficult’ tend to be avoided (see Subchapter 2.2.2.2.7).

Furthermore, in the pioneering studies on *foreigner talk,* it was identified that native speakers use speech acts – specifically, asking questions – to try to let the non-native speaker have more of a role in the conversation, i.e., by adding new and relevant information (Freed, 1978; Hatch et al., 1978; Long, 1978, 1980; Fasch, 1993; Alfallaj, 2016). Peck (1978) also states that native speakers can even answer their own questions when comprehension is not certain in order to save face. This may reflect native speakers’ attempt to ease the burden placed on non-native speakers.

In any case, research related on conversational labor with regard to modification does not address patterns in turn-taking or the length of NS utterances.

Nonverbal Communication

First, research on the use of gestures in native-to-non-native-speaker communication are lacking in number and focus on the use of in combination with other modifications, i.e., facial expressions, louder production, etc., gestures to facilitate understanding of the L2 (e.g., Ramamurti, 1980; Tarone, 1980; Hartmann, 1994; Drewelow & Theobold, 2017; Tellier et al. 2021). However, they may also pose issues for cross-cultural understanding when gestures have different meanings in different cultures (Kita, 2009; Masoud, 2022).

Conversely, gestures in the L2 classroom are more widely studied in the context of vocabulary learning (Janzen Ulbricht, 2023). These studies have, in turn, spawned entire

pedagogies, i.e., Total Physical Response (e.g., Asher & Price, 1967). Generally, studies on the L2 classroom conclude that gestures provide effective scaffolding (e.g., Belío-Apaolaza & Muñoz, 2024), aid in memorization, (Göksun, et al. 2009; Macedonia & Von Kriegstein, 2012; Tellier, 2008) and can help resolve lexical ambiguity (Ping & Goldin-Meadow, 2008; Macedonia & Von Kriegstein, 2012; Smotrova & Lantolf, 2013; Khalili et al, 2014; García-Gámez & Macizo, 2017, 2023; Oppici et al., 2024). One study also found that gestures and facial expressions augmented students' metalinguistic awareness and organizational capacities in their L2 (Amgott & Gorham, 2022).

Then, facial expressions are closely linked to emotion and communication (Ekman & Friesen, 1980). More recent studies in SLA have looked at the role of facial expressions in L2 comprehensibility, accentedness, and fluency (Shelton, 2018; Tsunemoto et al., 2022; Ergül, 2023; McDonough et al., 2023). Tsunemoto et al. (2022) explain the importance of facial expressions for L2 learners by paraphrasing Wagner (2008); "Seeing a speaker's facial expressions (e.g., sadness, happiness, confusion), for example, may help a listener anticipate what kind of information will be shared" (p. 661). What is more, in their replication of their own 2019 study, McDonough et al. (2023) investigated conditions that could contribute to a visual signature of not understanding. Whereas their respondents noted that some movements were more associated with understanding (e.g., head movement, laughter, smiling), others were associated with non-understanding (e.g., body language, moving of the eyebrows, facial expressions). However, like gestures, facial expressions can be interpreted differently based on one's cultural socialization (Shelton, 2018).

What is more, in the context of L2 instruction, Ergül (2023) applied one of Ekman's frameworks to analyze student error correction with regard to perceptions of teachers' smiles.

Results showed that only when teachers smile ‘genuinely’, learners are more likely to correct their errors. In fact, whether and how gestures are modified along with speech has hardly been addressed in literature. Overall, research indicates that nonverbal communication can help bridge linguistic gaps and facilitate effective communication.

Deception

SLA research on deception is largely limited to the perceptions of native speakers of English and bilinguals. That is, research has shown that native speakers may have a bias to not believing non-native speakers (Brennan & Brennan, 1981; Vrij & Winkel, 1994; Lev-Ari & Keysar, 2010; Evans & Michael, 2014; Evans et al., 2017). Levi-Ari and Keysar (2010: 1) hold that this is due, at least in part, to their accented speech. Additionally, potential variations in the ability to recognize deception across cultures has been noted (Ardila, 2003; Akca & Elkilic, 2011; Pérez-Rosas & Mihalcea, 2014; Leal et al., 2018).

Only two studies were found on lying behaviors of bilingual speakers (Kreyßig & Krautz, 2019; McDonald et al., 2020). To test physiological responses to lying, Kreyßig & Krautz (2019) used skin conductance, i.e., they measured the amount of sweat produced, when the respondents lied in German (their L1) and English (their L2). Results showed that values for lies being read aloud in German were higher compared to those in English, in accordance with the blunted emotional response account (Caldwell-Harris & Aycicegi-Dinn, 2009). Simply put, this study supports the claim that lying in the L1 carries greater emotional valence than lying in the L2. Conversely, McDonald et al. (2020) shows longer reaction times and a higher rate of articulation when L2 Spanish users (L1 English) told lies, which suggests that a combination of producing deceptive speech and using a second language puts an extra cognitive load on the speaker. Beyond these conclusions, very little research exists about L2 learners lying to or being lied to

by native speakers.

Potential Forms of Avoidance

This subchapter reviews research related to avoidance in native-to-non-native-speaker communication with regard to humor, language play, regional language, taboo language, sarcasm, culture and cultural references, and L2 (German) use. General themes pervasive in research on many of these language-use behaviors include: 1) differences in production, detection, and/or perception by speaker status; (2) an extremely limited number of publications in naturalistic settings; (3) debate in the profession about their role in the L2 classroom; (4) preferred use in conversation with learners of a high(er) proficiency level; (5) the potential to facilitate intercultural and/or sociocultural competence. For these reasons, I argue that the concept of 'avoidance' is likely more prevalent in *foreigner talk* as well as *teacher talk* than is currently documented.

Humor

Difficulties arise when defining humor due to its subjectivity and embeddedness into one's culture and individual socialization (Beasley, 2019; Lundquist 2020). Most generally, the fields of linguistics, psychology, and anthropology generally view humor as any "event or object that elicits laughter, amuses, or is felt to be funny" (Attardo, 1994: 4). With regard to SLA, however, Bell leads the field in research on humor, underscoring its omnipresence in naturalistic interactions and the challenges it poses for L2 users;

> "Humor is a worthy topic for L2 scholars and teachers because it is pervasive in interaction, but its complexity makes it challenging for L2 users. Learners recognize this and often express frustration, as well as a desire to better understand humor" Bell (2011: 136).

Most fundamentally, Bell shows that learners have a desire to understand humor more comprehensively, which aligns with their aspiration to engage with native-speaker communities (White, 2016) and reach higher levels of proficiency. Indeed, research underscores the correlation between multilingual humor comprehension and the proficiency level of the listener (e.g., Erdodi & Lajiness-O'Neill, 2012; Shardakova, 2016; Ayçiçeği-Dinn et al., 2017).

What is more, through conversational analysis, Bell (2007a: 384) also shows that humor can be appreciated to varying degrees, i.e., learners can still laugh at a joke without entirely understanding why it is humorous. However, though this laughter can largely be interpreted as a social gesture, Bell (2007b) also shows that learners are more able to recognize humor with additional exposure. Research on use of humor in the L2 classroom also shows evidence that its use by teachers (e.g., Heidari-Shahreza, 2018; Neff & Dewaele, 2023) can bring about multiple benefits for students, i.e., enhanced sociolinguistic competence (Tarone, 2000), a higher willingness to communicate (WTC) (Farahani & Abdollahi, 2018), and an overall improvement of classroom atmosphere (Dewaele et al. 2018). In fact, Dörnyei (2001) lists 'humor' as one of the most motivating features of language task content.

Despite potential benefits to learner recognition, however, studies show that native speakers avoid – or at least adjust – their use of humor with non-native speakers (e.g., Bell, 2007a, 2012; Bell & Attardo, 2010). Research suggests that this may be due to the desire for native speakers to avoid potential discomfort (Yue et al., 2016; Ladilova & Schröder, 2022) or because they believe that non-native speakers may not be able to accurately interpret the humorous utterances (Carrell, 1997; Cooper et al., 2020). Although numerous studies show the benefits of humor on L2 learning in an instructed setting, research on native-speaker use of humor with non-native speakers explores challenges in understanding and potential exposure, but

beyond these observations, a large gap exists in research.

Language Play

Sometimes considered a type of humor, Gheitasi (2022) writes that language play occurs when "language users, regardless of age, … manipulate (or play with) language for the purpose of fun and enjoyment" (1). Despite this widespread interest, research on language play in naturalistic settings is limited to its use by the non-native speaker either in real time or online (e.g., Lantz-Andersson, 2018; Ruivivar & Collin, 2019). Notably, Ruivivar & Collin (2018) found that language play, i.e., producing puns, humorous usage of idioms, when enacted by L2 learners can be perceived as an error because of accent. Also, Lantz-Andersson (2018) found that social media, i.e., Facebook groups, offered a lower-stakes environment for communication in which L2 learners could practice diverse linguistic repertoires to play with the language. What is more, the language play was not only used with pragmatic intentions, but also as a means for various socializing purposes. In conclusion, it is suggested that language play on social media can be seen as a valuable activity in developing socio-pragmatic competence to prepare students for L2 use outside of school. Bell (2005) advocates for more research on language play outside of the L2 classroom to increase knowledge of the contribution of language play to L2 learning (p. 193).

With a higher number of related publications, research on language play in instructed settings shows potential benefits for L2 learning, i.e., noticing (e.g., Bell & Skalicky, 2018), deeper processing of lexical items (Bell, 2012), and additional engagement with or subversion of formulaic language (Cekaite & Aronsson, 2005; Reddington & Waring, 2015, Laursen & Kolstrup, 2018; Gheitasi, 2022).

Regional Language

Although no research exists on regional language from the perspective of modification, SLA research has dealt with the issue of regional vs. national repertories in study abroad settings, e.g., L2 Spanish and L2 German. That is, positive associations were found between the acquisition of language variation (Howard et al., 2006; Knouse, 2013; Raish, 2015) and the successful integration and interaction with native speakers (Dewaele, 2002; Reynolds-Case, 2013; Blondeau et al., 2014; Linford, 2016).

Nevertheless, it seems that learners avoid the use of such varieties (Dubois, 2019). Studies show that study abroad students preferred the use of standard pronunciation to regional (Fox & McGory, 2007). This preference may be tied to pedagogical norms, i.e., the myth of a 'standard' language (as discussed in "Varieties"). Indeed, Milojičić (2022) showed that despite the efforts of teachers of German to counteract the belief of the superiority of a 'Standard German', students' beliefs remained unchanged despite potential benefits for their language awareness (e.g., Abrams & Schiestl, 2017).

Conversely, when produced by an L2 learner (or 'outsider'), some L1 speakers' perceptions of regional language-use are positive (Prodromou, 2007; Ruivivar & Collins, 2019), whereas others indicate the opposite (George, 2013, 2014, 2017).

That is, it seems that some native speakers may expect language learners to set a linguistic target more socially prestigious than the vernacular common to the L1 community (Valdman, 1988; Auger & Valdman, 1999; Saville-Troike, 2003). However, some language learners have been shown to subvert this expectation of a "pedagogical norm" (Valdman, 1988) in an effort to "pass" as a native speaker (e.g., Piller, 2002). In sum, despite the potential benefits for L2 learning, it appears that both native and non-native speakers avoid the use of regional varieties with each other – perhaps due to their own linguistic biases.

Taboo Language

Drawing on the works of prior scholars (e.g., Pinker, 2007; Jay, 2009; Stapleton, 2010), Wedlock (2020: 33) operationalizes swearing, offensive, and taboo language (SOTL) in English to be language, which I adhere to in this work and refer to generally as *taboo language*, as follows:

> "Most commonly associated with language related to bodily functions, sexual organs, sexual acts, sexual orientation, race and/or ethnicity, certain animals, religion, and gender, and may fall into one or more of the following categories - cursing, epithets, profanity, blasphemy, obscenity, vulgarisms, and expletives."

With regard to *taboo language*, SLA research has shown that second language speakers find it easier to use swear words, in their L2 than in their first language (L1) because of differences in perception of severity (Thass-Thienemann, 1973; Harris et al., 2003; DeFrank & Kahlbaugh, 2018; Abu-Rayyash et al., 2023). Similarly, Harris et al. (2003) and Sendek et. al. (2022) have shown these words to elicit greater emotional and neural responses in the L1 than the L2. This may be due to the social judgements that may result from the use of taboo language (DeFrank et al., 2018: 44). Nevertheless, presence of taboo language is omnipresent in cultures and languages across the world, extending even to German Sign Language (Loos et al., 2020) is widespread, and the translation and subtitling of taboo expressions from one culture to another can be influenced by the cultural differences in the acceptance of such language (Abu-Rayyash et al., 2023). These references collectively indicate that the use of taboo language in conversations involving non-native speakers is influenced by cultural, linguistic, and social factors. Overall, the literature on taboo language is rather scarce, probably as a result of the social stigma associated with swearing (Adaros & Tironi, 2017).

Additionally, the question of whether to teach taboo language in the L2 classroom has been a considerable source of contention (e.g., Liyanage et al., 2015; Fernández, 2018; Makgabo

& Modise, 2021; Werner, 2023). Critics argue that the integration of taboo language into L2 curriculum is inappropriate, inauthentic, and may cause further issues for students in examinations (e.g., Liyanage et al., 2015; Makgabo, 2023). At present, taboo language has not been widely integrated into L2 curricula.

Sarcasm

He et al. (2023: 1) describe sarcasm as follows:

> "Sarcasm expresses the true sentiment contrary to the literal meaning and also uses metaphorical expression. Often, sarcasm shows a contrast between positive and negative emotions or between literal and figurative scenarios. In sarcasm, one thing is referred to as another, and occasionally the opposite is true. The contrast typically takes the form of an ironic tone, or manner of speech or writing."

Thus, given the degree of risk associated with sarcasm in interpersonal contexts, it tends to be used between individuals who know each other well (Bamman & Smith, 2021). Further, in native-to-non-native-speaker communication, respective perception and detection of sarcasm can vary by status (Peters et al., 2015; Kim & Lantolf, 2016; Bamman & Smith, 2021; Techentin et al., 2021; Alhusban & Alshehri, 2022). Specifically, Peters et al. (2015) found a native advantage for sarcasm processing, which also implies a non-native disadvantage. Beyond this, research in sarcasm splits; while some researchers (e.g., Cheang & Pell, 2009) analyze linguistic differences, i.e., specific acoustic conventions, in sarcasm between languages, others have focused on the use and perception of sarcasm on social media platforms, i.e., Facebook and Twitter (Bamman & Smith, 2021; He et al., 2023). Overall, results suggest that sarcasm may contribute additional challenges in cross-cultural communication.

Culture and Cultural References

Indeed, language and culture have an intricate, interconnected relationship. However, classroom L2 learners often have limited opportunities to access the culture of the foreign

language in naturalistic environments (Bin, 2014). What is more, research has shown that L2 learners have historically had difficulties adjusting to their host culture (e.g., Ting-Toomey, 1997; MacIntyre et al., 2001) or may even only have a cursory understanding of what 'culture' is (e.g., Chavez, 2002). Thus, learners may struggle with recognizing or interpreting cultural information, including linguistic, social, and visual forms (Young, 1990), which may contribute to the perpetuation of problematic beliefs, i.e., other cultures are to be "unnatural and incorrect" (Ting-Toomey, 1997: 135).

Despite such challenges, research also shows that engagement with the C2 facilitates intercultural understanding and communication (e.g., Byram, 1989; Ting-Toomey, 1997; Masitoh et al., 2023). Specifically, Masitoh et al. (2023) found that cultural awareness is fostered primarily through interaction with native speakers. Nevertheless, the use of culture references by native speakers in conversation with non-native speakers has hardly been documented in literature.

In fact, Tarone (1980) notes that native speakers make up for limitations in non-native repertoire through topic avoidance and/or message abandonment, i.e., when an utterance is not initially understood. Following this logic, native speakers may not be inclined to reference culture (C2), cultural references, or cultural common knowledge, i.e., politics, TV shows, etc., with L2 learners if they are assumed to have a lacking familiarity. Overall, this topic has not gained much attention in SLA research, and although some research suggests that exposure to another culture may reap benefits for L2 learners, native speakers may not want to serve as cultural ambassadors.

Avoidance of L2 (German) Use

To present the avoidance of L2 use from the sojourners' perspective, I operationalize the

term ‘language abandonment’[7], i.e., their German native-speaker peers switch into English shortly after the conversation in German began. However, I acknowledge alternative terms, such as codeswitching (see Patricia Duff, 2015) are used in SLA research.

Most fundamentally, when two speakers have different proficiencies in a given language, they may elect to use a different language to communicate for various reasons, e.g., as a way to limit an unequal distribution of conversational labor (Hofweber et al., 2020) or due to speaker preferences (Spencer-Rodgers & McGovern, 2002; Nymeyer, 2021).

English, currently the *lingua franca* and an official language of the European Union, is often used in administrative and intercultural settings (Borràs & Llanes, 2021). However, research on study abroad has shown that perceptions of the native-speaker-initiated ‘switch into English’ can differ (e.g., Tarone, 1980; Alfallaj, 2016; Zimmermann, 2020). That is, whereas study abroad participants in Zimmerman’s 2020 study concluded that the use of English codeswitching was disadvantageous to their (language) learning process, studies by Nymeyer (2021) and Spencer-Rodgers and McGovern (2002) show that native speakers are more comfortable speaking to non-native speakers of high proficiency levels, i.e., they may not feel comfortable speaking their L1 to non-native speakers of low proficiency levels. In sum, while language abandonment has been widely studied in terms of universal constraints (Hofweber et al., 2023), hardly any research exists on it from the perspective of modification and/or accommodation.

(L2) Accommodation of Language-Use Behaviors

As a reminder, under the framework of the Communication Accommodation Theory, accommodation is a type of modification that has a specific social meaning, such as establishing

[7] This language-use behavior will later play an important role in Results (Chapter 4).

rapport (Giles, 1973; Giles et al., 1991; Giles & Ogay, 2007). Often, accommodation aligns with *convergence,* the most-studied approximation strategy. Dragojevic et al. (2016) operationalizes accommodation as:

> "Individuals adapt[ing] their communicative behaviors in terms of a wide range of linguistic (e.g., speech rate, accents), paralinguistic (e.g., pauses, utterance length), and nonverbal features (e.g., smiling, gazing) in such a way as to become more similar to their interlocutor's behavior" (37).

Thus, imitation of another takes a more central role in this *convergence*. Most fundamentally, accommodation is what the recipient perceives as 'good' modification either cognitively and/or socially. To be sure, this type of accommodation could refer to linguistic, paralinguistic, nonverbal, or social dimensions, whereas *L2 accommodation* would only describe linguistic accommodation.

Regardless, research in linguistics and SLA shows a distinction in convergence, i.e., *cognitive convergence* and *social convergence.* Its roots in cognitive linguistics, cognitive convergence (i.e., being able to understand the content) focuses on aligning cognitive processes with linguistic knowledge to enhance language learning, teaching, and analysis (Croft & Cruse, 2004; Franco et al., 2022). That is, linguistic knowledge is seen as dependent on general cognitive capabilities and that language is shaped by usage and conceptualization. This contrasts with *social convergence*, which has more to do with perception and is often influenced by biases (Kim et al., 2011). Apart from speakers' experience with language learners, emotional closeness, familiarity, and relationship, these perceptions also have to do with characteristics of the listener(s) (Piazza et al., 2021).

C. Long (2003) describes how *convergence* can be explained by Byrne's Similarity-Attraction Theory (1969), in which speakers are more likely to positively evaluate interlocutors that are similar to themselves. Furthermore, Ayeni (2021) and Bobb, et al (2018) claim that the

intentional implementation of *convergence* is frequently informed by the speaker's desire to maintain a positive personal and social identity and the perception of their interlocutor's communicative characteristics. As a result, speakers who engage in convergence may expect more social rewards, i.e., respect, social inclusion, encouragement, or empathy (DePaulo & Coleman, 1986; Coupland et al., 1988; Giles, 2016; Zhang & Giles, 2017; Kudera, 2020). However, Dragojevic et al. (2016) explains that a speaker may choose to accommodate unimodal (e.g., accent) or multimodal (e.g., accent, posture, eye gaze) adjustments. As Kudera (2020) puts it:

> "It is a human nature to adopt our style of speaking to our interlocutors. Several factors influence a degree of accommodation, e.g. fluency in a language of communication, ethnical belonging, prejudices and beliefs, level of education, socio-economic status, bilingualism and perhaps many still undiscovered aspects contribute to speech attuning. Other factors can [also] influence characteristics of [*foreigner talk*], e.g. cognitive overload, differences in personalities, stereotypes, emotional state, intoxication and health-related conditions, social expectations, etc." (102-107).

With this information, the two faces of accommodation become apparent, i.e., accommodation reflects a helpful attitude on the part of the accommodator but also shows up (and socially signals) differential positionalities of the accommodator and accommodated. Indeed, although in its core intent may be inclusive, accommodation also bears negative, e.g., exclusive, connotations (Ross, 1992; Ross and Berwick, 1992; Lazaraton, 1996; Ayuanita, 2013; Alfallaj, 2016). For this reason, the difference between a 'modification' and 'accommodation' may be purely subjective.

2.2.3 Social Implications of *Foreigner Talk*

Although the classroom certainly is a social environment (Qiu, 2022), the social implications of *teacher talk* itself, can be surmised to be small as *teacher talk* reflects (rather than establishes) roles ('teacher', 'learners') that participants enter into explicitly and voluntarily.

Being the recipient of teacher talk in class carries little or no social stigma. Whether, how much, and what type of stigma is attached to being the recipient of foreigner talk is more complex. Notably, L2 learners' foremost motivation is to join a native-speaker community (White, 2016), but there is social work to be performed to make this happen. While perceptions of this social work differ by perspective, i.e., L1 user perceptions and L2 user perceptions, both perspectives are informed by an individual's language awareness and the social connotations that stem from it.

L1 User Perceptions of Social Implications of *Foreigner Talk*

Social aspects of *foreigner talk* have also been explored in SLA research. Specifically, research shows that native speakers who produced *foreigner talk* also reported believing that they were of higher social status than their non-native speaker interlocutor (Ferguson, 1975; Hatch et al., 1975; Valdman, 1976; Meisel, 1977; Clyne, 1977, 1978; DePaulo & Coleman, 1986; Hu, 2022). Furthermore, in Drewelow and Theobold's (2007) study, native speakers of French reported that they speak slower and use more gestures when they hear "heavy American accents". As such, although native speakers may intend to facilitate understanding, they may also recognize that *foreigner talk* is not wholly benign. Indeed, the native/non-native status of a speaker is socially negotiated (Park, 2007). Additionally, the native speakers in several of these studies reported having vast experience in addressing non-native speakers, i.e., these may represent ingrained patterns of behavior (Hatch et al., 1975; Clyne, 1977, 1978). Indeed, some non-native speakers may feel uncomfortable when native speakers do not habitually accommodate them. Myers et al. (2008) state that interactions that are non-accommodated can bring a sensation of an offensive attitude and lack of communicative and cultural competence.

L2 Learner Perceptions of Social Implications of *Foreigner Talk*

Similar to the research on native speaker intent, research on learner perception of *foreigner talk* has produced mixed results. Generally, it seems that a positive or negative evaluation of *foreigner talk* may depend on whether the listeners feel themselves to be the intended and appropriate addressees for the register adopted (Austerlitz, 1956; Ferguson, 1975). This assessment depends on multiple considerations, i.e., perceived language proficiency, ethnic appearance, etc. Perhaps for this reason, many native speakers, or speakers of a very high language proficiency, perceive FT negatively when directed at them (Piazza et al., 2021).

However, Bobb et al. (2019) found that non-natives rated *foreigner talk* similarly to other speech accommodation styles in terms of a higher degree of respectfulness and a lower degree of condescension. After all, without the appropriate level of speech accommodation, non-native listeners report having experienced frustration and lose interest in L2 learning (Kemper et al., 1995; Margić, 2017; Zuengler, 1991). In other words, L2 users may associate some linguistic realizations with 'good' and 'bad' behavior. Although these behaviors were not explored further, Alfallaj (2016) also provides a list of behaviors that L1 Arabic learners of English may perceive negatively, i.e., ungrammatical utterances and the use of colloquialisms, and positively, i.e., grammatical utterances, short sentences, lexical simplification, syllabification, and pointing (43). Similarly, research shows that L2 learners perceive the use of English codeswitching was disadvantageous to their learning (Zimmermann, 2020).

2.3 Language Awareness and Social Connotations

In a study that examines the perceptions of language learners with regard to 29 language-use behaviors, it is vital to examine the roles of language awareness (Subchapter 3.2.1) and social awareness (Subchapter 3.2.2) in the case of sojourning language learners (Subchapter

3.2.3). This section is intended to serve as a lens through which to interpret the reported experiences of sojourning U.S. American intermediate college learners of German.

2.3.1 Language Awareness

Crucial to the field of SLA, the genesis of *language awareness* (LA) is often attributed to Hawkins (1984). LA is defined by the Association of Language Awareness (ALA) as "explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use" (Kennedy, 2012: 398). The notion of awareness in SLA has been a central area of interest; researchers have examined the influence of attention and (un)awareness on language development (Rosa & Leow, 2004; Hama & Leow, 2010). Primarily, however, SLA researchers have delved into the connection between attention, awareness, and language behavior in SLA (Robinson, 1995a; Leow, 1997). Further, Schmidt's Noticing Hypothesis (1990) asserted that learners must be cognizant of the linguistic features in the input to facilitate subsequent language acquisition (Robinson, 1995a). Theoretically, after noticing, comes consciousness, then understanding, and finally (meta-)awareness (Gass, 1997; Leow, 1997; Robinson, 1995b; Sachs and Suh, 2007; Schmidt, 1995, 2001; Truscott & Smith, 2011).

Intention refers to purposeful or goal-oriented learning, which can be more effective for acquiring features that differ from one's native language (Ellis, 2006, 2008). Attention encompasses various mechanisms such as alertness, orientation, and selective attention, yet the necessity of attention in all learning remains uncertain (Baars, 1988). However, focused attention, rather than general attention, is crucial for achieving meaningful learning outcomes. For instance, to grasp pragmatics, attention should be directed towards both the linguistic form of speech and relevant social and contextual aspects (Schmidt, 2012). Awareness pertains to understanding rules, with metalinguistic awareness representing a higher level of comprehension

(Schmidt, 2012). Schmidt (2012) asserts that noticing is essential for second language acquisition, while understanding is not necessarily so. Although explicit learning often benefits from noticing, evidence supporting implicit second language learning without awareness or the ability to express it is limited (Schmidt, 2012).

An example of recent scholarship in LA is *The Routledge Handbook of Language Awareness* (Garret & Cots, 2017), which delves into various strands related to LA, extending beyond pedagogy. This comprehensive handbook addresses core cognitive aspects of language awareness, i.e., teaching and learning. Specifically, chapters explore the dynamics of language teaching and teachers, examining areas such as instructed second language acquisition or teacher language awareness in relation to professional development and beliefs, and the integration of LA in teaching the four language skills along with assessment methodologies.

In parallel, the book discusses the realm of learning and learners, delving into topics like learners' metalinguistic constructs, the development of L2 awareness, and factors influencing language awareness. Essentially, LA embodies a spectrum of cognitive processes and abilities, (e.g., understanding form/function mappings) and from a unilateral perspective (a single language user). Moreover, an interactive perspective would be useful as to not just restrict the understanding of LA to be explicitly a realization fostered between the language and its user. In this case, a broader term may be more appropriate, i.e., 'language-**use** awareness', which would chiefly aim to shed light on how (and perhaps also, why) another person is using or avoiding specific forms of language in conversation with another.

Indeed, scholars have called for heightened consideration of the contextual and interactional aspects of language use, i.e., social and contextual factors (Lafford, 2007) Additionally, investigations into the relationship between language learning and identity have

revealed that language acquisition involves cultivating new identities that are associated with the language(s) that learners acquire (Leeman et al., 2011).

What is more, Simard and Wong (2004) describe LA as a movement in language education, aimed at fostering greater linguistic tolerance and cross-cultural awareness among L2 learners. They connect it explicitly to L2 teaching and learning, referring to Donmall's definition of language awareness as "a person's sensitivity to and conscious awareness of the nature of language and its role in human life" (7).

In a more recent collaboration with Gutiérrez (2017), Simard focuses on metalinguistic constructs, which include metalinguistic knowledge, metalinguistic awareness, metalinguistic reflection and activity, metalinguistic ability, and metalanguage. Simand and Gutiérrez explore the relationship between these constructs and learning success, the nature and use of metalinguistic constructs, and their development.

Studies examined by Simard and Gutiérrez suggest positive correlations between metalinguistic constructs and language aspects examined, such as L2 proficiency. Instruments used to measure these constructs include performance data (e.g., grammatical tasks) and verbalization data (e.g., verbalization of rules). Positive relationships have been found between metalinguistic knowledge and language proficiency, particularly for reading, writing, grammar, and vocabulary.

However, no study has yet demonstrated a relationship between metalinguistic reflection (operationalized through verbalizations about language) and L2 proficiency. Overall, research indicates the importance of metalinguistic constructs in language learning, with further investigation needed in certain areas, such as the impact of metalinguistic reflection on proficiency.

2.3.2 Social Awareness

Social awareness is crucial for L2 learners aiming to integrate into native-speaker speech communities. That is, learners must be aware of and understand social and cultural norms, values, and identities associated with the target language community. By being socially aware, language learners can navigate social interactions, comprehend cultural nuances, and develop communicative competence that aligns with the expectations of native speakers (Norton, 1995).

Research indicates that social awareness enhances learners' ability to engage effectively in intercultural communication and develop intercultural communicative competence (Khoirunisa, 2020). By being attuned to the social identities, habits, and values of the target language community, learners can improve their communicative skills and establish meaningful connections with native speakers. After all, learners with closer relationships to native speakers have been shown to develop the highest proficiency levels (Nymeyer et al, 2021).

Furthermore, social awareness also contributes to reducing language learning anxiety, as learners with a strong sense of social identity related to the target language community may feel more confident and motivated in their language learning endeavors (Zahid & Ghani, 2018). The study of social awareness highlights the influence of social factors on language learning strategies and language use. Socially aware learners may utilize various cognitive, metacognitive, and social strategies to enhance their language learning outcomes (Nhem, 2019).

However, it may be difficult for learners to tell whether they have been admitted into a native-speaker speech community. Dependent on one’s perspective, learner admittance may indeed be a dynamic, gradated phenomenon. That is, the interplay between social awareness and (desire for) community membership, i.e., the relationship is bidirectional. On the one hand, an L2 learner may distance oneself from the goal of community membership when one realizes (read:

develops the social awareness to realize) that one is being ‘socially distanced’ via specific language use behaviors (‘modifications’). On the other, they may appreciate the opportunity to peripherally participate in a community of practice wherein “people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger-Trayner, 2015: 1).

Central to the theory of communities of practice is the concept of *legitimate peripheral participation*, which can frame how language learners navigate their roles and identities within L2 communities of practice through the negotiation of meaning and the development of shared repertoires. Moreover, Wenger’s theory can inform the exploration of power dynamics, agency, and identity construction in foreigner talk interactions, offering valuable insights into how language learners navigate their participation and socialization in language learning communities (Bălănescu, 2023). By drawing on the constructs of communities of practice, the study delves into the sociocultural and psychological dimensions (Campbell et al., 2009) as they can relate to examining how language learners’ perceptions of self and others shape their experiences and language use in intercultural communication.

2.3.3 Sojourners’ Social Desires and Motivation

Despite being placed in a classroom setting to improve their proficiency, learners can have limited L2 and C2 awareness (Darus & Halim, 2020). That is, while sojourning, learners may initially struggle to recognize or interpret cultural information, including linguistic, social, and visual forms (Young, 1990). Over time, however, sojourning learners may adapt to their new surroundings both linguistically and culturally.

Specifically, long-term overseas experiences can positively influence oral proficiency, listening comprehension, and vocabulary development (DeKeyser, 1991; Dyson, 1988; Freed et

al., 1997; Möhle & Raupach, 1983; Segalowitz & Freed, 2004). The affective predisposition of learners toward the target linguistic-cultural group has been identified as a factor influencing success in language attainment (Dörnyei, 1990). Nevertheless, short-term study-abroad experiences may have negative effects, including superficial contact with the host culture, inadequate language practice, and challenges in adjusting to the new environment (Day, 1987; Wilkinson, 1998; Jackson, 2014; Parris-Kidd & Barnett, 2011).

Advances are also seen in intercultural competence (Wang, 2010; Alcón-Soler, 2015; Shiri, 2015; Róg, 2017; Ren, 2018; Kinginger, 2019; Strawbridge, 2023). For example, in Róg's (2017) analysis of the communication problems and cultural differences experienced by a Polish sojourner in Portugal, it was revealed how flexibility and tolerance toward ambiguity lend to an L2 learner becoming an imperfect cultural speaker. These results are consistent with other studies and intersect with related concepts and soft skills, i.e., table etiquette and manners (Kinginger, 2017), emotional proximity to contacts (Strawbridge, 2023), and frequency of interaction (Shiri, 2015).

However, other studies caution that sojourning language learners, i.e., study-abroad students, may face isolation (Byram & Feng, 2006), and the formation of enclaves with fellow co-nationals could hinder the development of intercultural and foreign language skills (Mas-Alcolea & Torres-Purroy, 2021). Indeed, research has shown that learners often experience anxiety, particularly when interacting with native speakers (Woodrow, 2006). This anxiety can hinder their ability to practice the target language with native speakers, instructors, and peers (Meng et al., 2020). What is more, learners may be socialized in L2 settings with formulaic conversational patterns – even similar to that of the IRF sequence in the L2 classroom (Burdelski & Cook, 2012; Pryde, 2017; Mas-Alcolea & Torres-Purroy, 2022).

These findings highlight potential challenges that sojourning language learners may encounter to fully engaging with the host culture and language. It seems that to join a native-speaker speech community, one must have a strong social network. Social network analysis delves into the dynamics of social relationships and their impact on both individual and group behavior. Defined as a "set of social relations maintained by an individual" (Gautier, 2019: 207), social networks can be assessed through various indices. These include the "strength" of ties, which encompasses factors like time, emotional intensity, and reciprocity (Granovetter, 1973), and "multiplexity," indicating the breadth of interactions between individuals (Milroy, 1980). Additionally, indices such as "cohesion" measure the interconnectedness among network members (Borgatti et al., 2018).

Initially utilized qualitatively, social network analysis in the study abroad context examined learner networks to understand sojourners' integration into host communities. Studies, like Isabelli-García's (2004) investigation of US students in Argentina and Trentman's (2017) analysis of students in Egypt, revealed a connection between social network development, motivation, attitudes towards the host culture, and language learning outcomes. However, despite the varied social interactions experienced by high-gaining students, many still relied on networks facilitated by study abroad programs.

2.4 Relevant Themes for the Study

As a preamble to a more specific description of this study, I would like to explain that despite both the term's and the concept's insufficiencies, I elected to use the term *foreigner talk* in this study because of its succinct and descriptive nature. In fact, one aim of this study is to populate the term with empirical evidence that allows for a more complex and contemporary understanding of the concept, e.g., reflecting more recent theoretical developments in SLA

research, including and specifically, sociolinguistic components that relate to identify and social inclusion or exclusion. What is more, this study strives to complement research on observable language behaviors with an exploration of perceptions, first that of L2 users (this dissertation) and later, that of their native-speaker interlocutors. As will be described in the next chapter, the research methodology looks toward both a descriptive report that allows for certain features to be noticed to different degrees and an attitudinal account that permits different degrees of positive or negative evaluations of these noticed features.

While there have been numerous studies on hypothesized linguistic/cognitive features of *foreigner talk* in the late twentieth century, only a handful of recent studies investigated how sojourning L2 learners perceive *foreigner talk.* These studies, however, have not dealt with study-abroad contexts and typically have not included paralinguistic, nonverbal, or social features. SLA research confirms the importance of social belonging and integration for L2 learners to reach advanced levels of proficiency in an L2 (Baker-Smemoe et al., 2014; Dewey et al., 2013), but these aspects have not been adequately accounted for in research on speech accommodation.

In review, Communication Accommodation Theory holds that *foreigner talk* (FT) is regulated by didactic intentions, i.e., that accommodation is intended to facilitate easier understanding (Biersack et al., 2005; Bobb et al., 2019; Margić, 2017; Smith, 2007; Bobb et al., 2019). However, despite this consensus in literature, there is little direct evidence establishing that *foreigner talk* is effective in achieving its proposed didactic impact and whether any positive effects associated with this register enhance non-native listeners' subsequent L2 perception or production (Piazza et al., 2021). In other words, there is a pressing need for further research into the intentions, perceptions, and the subsequent impact of FT. Further, there is little to no research

into sojourning L2 learners' perceptions at multiple timepoints nor is there much research on the perceptive of L1 users with regard to *foreigner talk*. This information would also help explain any differences in intercultural communication, social expectations between individuals from different backgrounds, etc.

This dissertation aims to use empirical data to help us better understand how L2 users believe that L1 users modify the way they speak in conversation with them; how they experience these modifications; and how they wish L1 users to adapt the way these others speak to them. The specific design of the study will be described in a subsequent chapter. In its essence, 11 sojourning U.S. American intermediate college learners of German rated 29 language-use behaviors using six distinct scales, i.e., FT-un/likeness, distraction/helpfulness, discouragement/encouragement, signaling of social exclusion/inclusion, signaling of condescension/accommodation, and conveyance of a low/high opinion of an L2 user's proficiency in German.

The study aimed to explore three overarching research themes (RTs), which are comprised of 18 total research questions (RQs) that fully develop each overarching theme. To streamline their presentation, research themes and the related research questions are summarized here and rendered in their full, most precise form in Results (Chapter 4).

In **Research Theme 1**, I examined how sojourning U.S. American intermediate college learners of German imagined (Timepoint 1) or perceived (Timepoint 2) how their German native-speaker peers typically talk to them with regard to each of 29 language-use behaviors (LUBs). Pertinent responses identified FT-like (foreigner-talk-like) and FT-unlike (foreigner-talk-unlike) language-use behaviors by mean score at Timepoint 1, i.e., the initial weeks at a university in Germany (**RQ1.1**), and Timepoint 2, i.e., the end of the first semester at a university

in Germany (**RQ1.2**). Then, **RQ1.3** examined changes in FT-un/likeness by mean score and hypothesized category from Timepoint 1 and 2.

In **Research Theme 2**, I examined how sojourning U.S. American intermediate college learners of German imagined (Timepoint 1) and perceived (Timepoint 2) 29 extreme forms of hypothesized *foreigner talk* directed at them by their German native-speaker peers in terms of their relative degree of (a) distraction/helpfulness; (b) discouragement/encouragement; (c) signaling of social exclusion/inclusion; (d) signaling of condescension/accommodation; and (e) conveyance of a low/high opinion of an L2 user's proficiency in German. Next, after analyzing overall trends in scope and scale of sojourners' ratings under each dimension at Timepoint 1 (**RQ2.1**), Timepoint 2 (**RQ2.2**), and then between those timepoints (**RQ2.3**), I examined the specific FT-like LUBs that sojourning U.S. American intermediate college learners of German imagined and perceived to be (a) particularly distracting, (b) particularly discouraging; (c) particularly signaling of social exclusion; (d) particularly signaling of condescension; and (e) conveying a particularly low opinion of their proficiency in German respectively at Timepoint 1 (**RQ2.4.1**) and Timepoint 2 (**RQ2.4.2**). Then, I examined the specific FT-like LUBs that sojourning U.S. American intermediate college learners of German imagined and perceived to be (a) particularly helpful, (b) particularly encouraging; (c) particularly signaling of social inclusion; (d) particularly signaling of accommodation; and (e) conveying a particularly high opinion of their proficiency in German respectively at Timepoint 1 (**RQ2.5.1**) and Timepoint 2 (**RQ2.5.2**). Finally, I examined how sojourning U.S. American intermediate college learners of German's evaluations of those specific FT-like LUBs at Timepoint 1 compared to their evaluations at Timepoint 2 under the five dimensions in terms of the particularly negatively-evaluated (**RQ2.6.1**) and particularly positivity-evaluated (**RQ2.6.2**) extreme forms of

hypothesized *foreigner talk*.

In **Research Theme 3**, the ultimate objective of this study, I examined the degree to which the four-most positively- and negatively-evaluated extreme forms of hypothesized *foreigner talk* (**RT2**) were reported by sojourning U.S. American intermediate college learners of German to be FT-un/like (**RT1**). Data was taken from Research Themes 1 and 2 to juxtapose these ratings of the most negatively- and positively-connoted FT-like LUBs by each of the five evaluative dimensions, i.e., distraction/helpfulness (**RQ3.1**), dis/encouragement (**RQ3.2**), social ex/inclusion (**RQ3.3**), condescension/accommodation (**RQ3.4**), and conveyance of a low/high opinion of an L2 user's proficiency in German (**RQ3.5**). In the final research question (**RQ3.6**), I examined how respondents' dis/preferences for FT-like LUBs complied with their perceptions of these same LUBs as being realized in a more or less FT-like manner compare between reports in their initial weeks at a university in Germany (Timepoint 1) and reports at the end of their first semester (Timepoint 2) by scope and scale.

3. Research Methods

The design of the research project was reviewed and deemed exempt by the University of Wisconsin–Madison's Education and Social/Behavioral Sciences Institutional Review Board (IRB) on July 29, 2022. The research protocol was modified one time after its original submission to add a script for interviews with focal groups. The Notice of Approval for this study (2022-0703) is shown in Appendix A.

This chapter provides an overview of the design of the overarching project[8] from which this dissertation was derived (Subchapter 3.1) as well as a more detailed description of the dissertation study (3.2); including participants (3.2.1), their study-abroad program, i.e., the Academic Year in Freiburg (AYF), development of the research instrument (3.2.2), specifically the inventory of 29 language-use behaviors and the respective scales used to rate them, and the associated procedure of data collection (3.2.3), which includes data collection as well as a preview of data processing, which will be explained in greater detail together with the reporting of Results.

What is more, the Institutional Review Board (IRB) at all other institutions that were in any way administratively involved with study participants during their sojourn[9] were also contacted to review the research project, i.e., the Albert-Ludwigs Universität Freiburg, Indiana University, Michigan State University, the University of Michigan, and the University of Iowa. None of these institutions saw themselves as engaged in the research project, and therewith granted permission to proceed.

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[8] Whereas the research 'project' contains multiple research objectives and matching data that were collected in a cohesive process, the 'study' refers to the analysis, interpretation, and situation into theoretical and empirical contexts, of specific (and limited) portions of data gathered as part of the 'project.'.

[9] Vanderbilt University and the College of William & Mary were not contacted since students at these institutions enrolled as non-degree-seeking students at UW–Madison, i.e., UW–Madison could serve as the reviewing body.

3.1 Overview of the Research Project from which This Dissertation Study Was Derived

As a whole, the project focused on experiences and perceptions of *foreigner talk* (FT), which for reasons explained in Chapter 2 (Review of Pertinent Extant Research and Relevant Gaps), was operationalized as the way that L1 users (for the present purposes, native speakers of German) modify the way that they communicate with L2 users (here, U.S. American college-level learners/users of German). The concept of *foreigner talk,* as used in the overarching project (and the present study), as also explained in Chapter 2, relies on the broader notion of "communication" over the narrower understanding of "talk" because the study also aimed to investigate non-verbal communication and communicative choices made by interlocutors in terms of structure and content of speech.

More specifically, the project aimed to investigate how three groups of participants (i.e., intermediate U.S. American college learners of German sojourning to a German university for an academic year; the sojourners' U.S. American peers who remained on their home campuses, which are later referred to as non-sojourning learners of German; and the sojourners' L1 German peers at the German university) perceived, evaluated, and assigned social meaning and cognitive benefits to the *foreigner talk* that they imagined (sojourners at the beginning of their first semester abroad; their peers who remained on their home campuses) and experienced (sojourners at the end of the first semester) or, alternatively, how native speakers of German believed they produced foreigner talk aimed at these U.S. American sojourners. Data were gathered from native-speaker-of-German students at one timepoint (concomitant with the end of sojourners' second semester abroad); non-sojourner learners of German at two timepoints (concomitant with the beginning and the end of the sojourners' first semester abroad) and from sojourning learners

of German at three timepoints, i.e., the two previously mentioned ones and at the end of their second semester abroad.

Prior to the first administration of research materials, all participants provided demographic background information, part of which will inform the description of study participants (3.2.1, below). Table 1 shows the point of inquiry of each of the nine demographic questions used in analysis.

Table 1: Overview of points of inquiry of each of nine demographic questions

Question	Point of Inquiry	Question	Point of Inquiry	Question	Point of Inquiry
1	Age	4	Current Country of Residence	7	Ethnic/Racial Background
2	Gender	5	Home University	8	First Experience Hearing German in Class
3	Home Country	6	Major	9	Self-Assessment of (L2) German Proficiency with Regard to Listening and Speaking Ability

The research materials consisted of the multiple components with each participant group receiving a different compilation or version of materials at a given timepoint. Most fundamentally, the quantitative components included questionnaires that asked participants to rate 29 different language-use behaviors (LUBs) on a scale from 0-100 from different perspectives and with different objectives in successive rating cycles. Qualitative components included written open-ended questions about characteristics of individuals involved in and language features associated with *foreigner talk*; semi-scripted focal group interviews in which participants both (a) shared how they perceived the social messages that *foreigner talk* sends and (b) helped interpret preliminary quantitative results; and instructions to design a game in which native speakers of German were to help non-native speakers of German understand them better. The instrument components and

participants that contributed to data analyzed in this dissertation study, will be described in greater detail below.

To contextualize the study data, Table 2 (below) provides an overview of instruments that were used to collect data for the project from three participant groups with specific participant numbers at up to three different timepoints. Highlighting in blue indicates which responses, solicited by specific instrument components and given by a specific participant group at a specific timepoint, informed the present dissertation study.

Table 2: Overview of research instruments, participant groups, and time points of administration for the entire research project

Instruments marked with (*) were presented in German. All other instruments were presented in English.					
Instrument	**Components/Response Types**	**Points of Inquiry**	**Timepoints & Respondents**		
			Timepoint 1 Early Fall 2022	**Timepoint 2** Winter 2022-2023	**Timepoint 3** Summer 2023
Questionnaire for learners of German, sojourners and non-sojourners	Rate on a scale from 0-100 six types of perceptions (see column on the right) of 29 language-use behaviors (LUBs) when performed, respectively by: (1) NSs of German (peers); (2) NNSs of German (peers); (3) Teachers of German; (4) Teachers of a subject other than German	Typical realization as FT-unlike/FT-like Evaluation as distracting/helpful Evaluation as discouraging/encouraging Evaluation as socially excluding/including Evaluation as condescending/accommodating Evaluation as conveying a low/high opinion of an L2 user's proficiency in German	13 sojourning learners of German 33 non-sojourning learners of German	11 sojourning learners of German 27 non-sojourning learners of German	9 sojourning learners of German
	Rate on a scale from 0-100 how, based on eight types of perceptions (see column on the right), how much each of five types of speakers (below) modify their speech with you (personally): (1) NSs of German (peers); (2) NNSs of German (peers); (3) Teachers of German; (4) Teachers of a subject other than German; (5) NSs of German (outside of the university).	Based on their evaluation of your ethnic appearance Based on their evaluation of your gender identity Based on their evaluation of your age Based on their evaluation of your attractiveness Based on their evaluation of your education level Based on their evaluation of your nationality Based on their evaluation of your first language Based on their evaluation of your German proficiency			
	Rate on a scale from 0-100 the relative extent to which five types of speakers of German (below) modify their speech with you (personally) vs. others in each of eight different contexts (see column to the right): (1) NSs of German (peers); (2) NNSs of German (peers from the U.S.); (3) NNSs of German (peers from other countries); (4) Adult NSs of Germans who are employed; (5) Adult NSs of Germans who are unemployed.	In university classes At university-related academic events At university-related non-academic events (e.g., parties) At entertainment venues outside the university At gathering places related to sports/fitness or hobbies In situations in which they are clients In situations in which they are patients In fleeting encounters			
		The frequency of their occurrence			

	Rate on a scale from 0-100 each of 20 types of speech acts with regard to four different aspects (see column to the right):	The likelihood of your ability to understand them			
		The likelihood of your ability to respond to them			
		The likelihood of your ability to produce them			
	Describe in your own words the most and least likely characteristics of typified individuals and language (see column on the right):	A native speaker of German – other than a language teacher – that simplifies their German when they speak with non-native speakers			
		The non-native speaker who is on the receiving end of 'simplified German'			
		'Simplified German'[10] that a native speaker will use			
	Describe in your own words the thoughts might go through your mind if you notice that a native speaker of German uses 'simplified German' with you in a German-speaking country with regard to seven different aspects (see column to the right):	Yourself as a speaker of German			
		Yourself as a member of the German-speaking community			
		That native speaker's attitude towards your L2 German proficiency			
		That native speaker's thoughts about you as a person			
		Your current abilities in German			
		Your future abilities in German			
		The process of learning German			
Questionnaire for students who are native speakers of German	Rate on a scale from 0-100 six types of perceptions (see column on the right) of 29 language-use behaviors (LUBs) when you perform them in conversation with: (1) NSs of German (peers); (2) NNSs of German from the United States; (3) NNSs of German from other countries.	Typical realization as FT-unlike/FT-like	**N/A**		22 students who are native-speakers of German
		Evaluation as distracting/helpful			
		Evaluation as discouraging/encouraging			
		Evaluation as socially excluding/including			
		Evaluation as condescending/accommodating			
		Evaluation as conveying a low/high opinion of an L2 user's proficiency in German			
	Rate on a scale from 0-100 how, based on eight types of perceptions (see column on the right), (a) native speakers of German (in general) and (b) you [personally]) talk to: (1) NNSs of German (peers); (2) teachers of German; (3) teachers of a subject other than German; (4) NSs of German (outside of the university).	Based on others'/your evaluation of their ethnic appearance			
		Based on others'/your evaluation of their gender identity			
		Based on others'/your evaluation of their age			
		Based on others'/your evaluation of their attractiveness			
		Based on others'/your evaluation of their education level			

[10] Although the term 'modified' was used in the description of the research instrument to maintain the use of neutral language in research, the term 'simplified' was used in the questionnaire for reasons of comprehensibility/accessibility. This is true in all subsequent recurrences and reiterations.

		Based on others'/your evaluation of their nationality		
		Based on others'/your evaluation of their first language		
		Based on others'/your evaluation of their German proficiency		
	Rate on a scale from 0-100 the relative extent to which (a) native speakers of German (in general and (b) you [personally]) modify your language with five types of speakers of German in each of eight different contexts (see column to the right): (1) NSs of German (peers); (2) NNSs of German (peers from the United States); (3) NNSs of German (peers from other countries); (4) Adult NSs of Germans who are employed; (5) Adult NSs of Germans who are unemployed.	In university classes		
		At university-related academic events		
		At university-related non-academic events (e.g., parties)		
		At entertainment venues outside the university		
		At gathering places related to sports/fitness or hobbies		
		In situations in which they are clients		
		In situations in which they are patients		
		In fleeting encounters		
	Rate on a scale from 0-100 each of 20 types of speech acts with regard to how non-native speakers experience them with regard to two different aspects:	The frequency of the occurrence of each speech act		
		The likelihood of non-native speakers' ability to understand them		
	Describe in your own words the most and least likely characteristics of typified individuals and language (see column on the right):	A native speaker of German – other than a language teacher – that simplifies their German when they speak with non-native speakers		
		The non-native speaker who is on the receiving end of 'simplified German'		
		'Simplified German' that a native speaker will use		
	Describe in your own words the thoughts that might go through the mind of a non-native speaker of German if they notice that a native speaker of German is using 'simplified German' with them in a German-speaking country with regard to seven different aspects (see column to the right):	Themselves as a speaker of German		
		Themselves as a member of the German-speaking community		
		That native speaker's attitude towards their L2 German proficiency		
		That native speaker's thoughts about them		
		About their current abilities in German		
		About their future abilities in German		
		About the German-learning process		

Interviews with focal groups, sojourning and non-sojourning learners of German	Describe in your own words… (see column to the right)	…a situation in which you believe you experienced modified German	6 sojourning learners of German 9 non-sojourning learners of German	**N/A**	
		…what you noticed to make you believe you were dealing with modified German			
		…the thoughts that crossed your mind about the speaker and yourself			
	Describe in your own words the reasons that (1) you and (2) others might … (see column to the right)	…modify your/their spoken German			
		…modify your/their spoken English			
	Describe in your own words the outcomes of speech modification (see column to the right) with regard to the following:	Which features and circumstances make modifications/simplifications successful when made by either (a) native or (b) non-native speakers			
		How to know if modifications were successful			
		How to bring together the intent and the impact of a modification			
	Describe in your own words the social messages that you associate with… (see column to the right):	…the speaker's relationship to the listener when a speaker modifies their language			
		…the speaker when they modify their language			
		What can infer about the speaker from the way that the speaker modifies their language			
	Preliminary results showed that the evaluations of condescension of 2 LUBs interacted with the evaluations of ethnic appearance, age, nationality, and first language. How would you explain or interpret or contextualize the following results?	Respondents rated mother tongue and nationality to be the attributes that most affect the degree of modification that an L2 user of German experiences;			
		Respondents rated the two LUBs related to codeswitching and speaking at a high volume to be the most condescending;			
		Respondents described that the age and race of a speaker interacts with whether and how they modify their German			
*Interviews with focal groups of students who are native speakers of German**	Describe in your own words… (see column to the right)	…a situation in which you believe you modified your German	**N/A**		4 students who are native speakers of German
		…whether what you believe your non-native conversational partner noticed with regard to your 'simplified German'			
		…the thoughts that crossed your mind about the listener and yourself			
		…modify your/their spoken German			

	Describe in your own words the reasons that (1) you and (2) others might … (see column to the right)	…modify your/their spoken English			
	Describe in your own words the outcomes of speech modification (see column to the right) with regard to the following:	Which features and circumstances make modifications/simplifications successful when made by either (a) native or (b) non-native speakers			
		How to know if modifications were successful			
		How to bring together the intent and the impact of a modification			
	Describe in your own words the social messages that you associate with… (see column to the right):	…the speaker's relationship to the listener when a speaker modifies their language			
		…the speaker when they modify their language			
		What can infer about the speaker from the way that the speaker modifies their language			
	Preliminary results based on the differences in evaluation of the FT-likeness, degree of condescension, race, and ethnic background between learners and native speakers of German. How would you explain or interpret or contextualize them?	Learners of German rated the FT-likeness of their peers using fewer direct questions and less simple grammar notably lower than native-speaker students;			
		Learners of German rated codeswitching to be noticeably more condescending than native-speaker students;			
		Native-speaker students believed that other native-speaker students modify their German based on and ethnical background much more they themselves did.			
Creative component (game design) for learners of German, sojourners and non-sojourners	Create two game scenarios, each with a different native speaker of German, i.e., a good or a bad conversational partner for a non-native speaker, using topics from the column to the right:	Profile of the native-speaker player	**N/A**	11 sojourning learners of German	**N/A**
		Profile of this player's best-suited conversational partner			
		Profile of this player's worst-suited conversational partner			
		Ways in which this player modifies the way they speak to the non-native speaker			
		Why this player is a good/bad conversational partner			
	Create two game scenarios (one in which a non-native conversational partner is either helped by the modifications made by their	Profile of the non-native-speaker player			
		The type of native speaker of German that does or does not help this non-native speaker understand			

	native-speaker conversational partner, and one with a different non-native speaker who is not helped), using topics from the column to the right:	What makes the modifications to German (not) helpful to this player		27 non-sojourning learners of German	
	Create four playing cards, i.e., two for native speakers and two for non-native speakers, that represent their thoughts and feelings during their interaction with a native speaker of German by describing (see column to the right):	The name of the playing card			
		The imagery used in the playing card			
		Thoughts/feelings depicted on the card			
		When this card would be drawn, i.e., relative to what specific event or experience			
	Describe four aspects of the game overall:	The name of the game			
		Which player is most, which least desirable			
		Which playing card is most, which least desirable			
		Whether the game can be won			
		If so, how to win the game			

As shown in Table 2, the overarching research project consisted of five research instruments in which at least one of the three groups of students participated. The instruments for native speaker students were largely, though not completely, mirror images of the instruments for learners of German, i.e., the same questions were asked from the opposite perspective. Of these five instruments, only one contributed data for analysis in the dissertation study, i.e., the *Foreigner Talk Questionnaire*.

What is more, although 13 sojourners had participated in the completion of this instrument in the initial weeks at a university in Germany (referred to as Timepoint 1), only 11 participants (a subset of the original 13) also completed the questionnaire at the end of the first semester (referred to as Timepoint 2). Since analyses included a comparison between the two timepoints, for the sake of uniformity, all analyses – including those pertaining to Timepoint 1 – relied on responses from the 11 participants who completed the relevant questionnaire segment at both timepoints.

3.2 The Dissertation Study

The next three subchapters (i.e., Subchapter 3.2.1 **Participants**; 3.2.2 **Research Instrument**; 3.2.3 **Procedure for Dissertation Study**) describe participants, instrumentation, and data collection, and preview data analyses procedures that were specific to the dissertation study.

3.2.1 Participants

During the first administration of the research questionnaire, respondents had been asked to provide some information about their demographic and language-learning background. Insights will be presented and contextualized here.

Of the three groups that participated in the research project as a whole, i.e., sojourning learners of German, non-sojourning learners of German, and German-native-speaker students at a German university, only the first contributed data that were analyzed for the dissertation.

Different from their non-sojourning peer participants, who were all drawn from the same institution (i.e., the University of Wisconsin–Madison), the sojourning student participants in the dissertation study came from five different U.S. universities, none of them the University of Wisconsin–Madison.

Four universities, i.e., Michigan State University, the University of Iowa, the University of Michigan, and the University of Wisconsin–Madison, form a study-abroad consortium that sends participants to the University of Freiburg (Germany) for a full academic year and allows open enrollment from students at other universities. Study participants completed their sojourn under this consortium's program, which is known under the name *Academic Year in Freiburg* (AYF) and will be described in greater detail in the next section.

This population was part of a convenience sample. I chose sojourning language learners participating in the *Academic Year in Freiburg* (AYF) for my dissertation project because (1) my home department has strong ties to this study abroad program; and (2) it is administered by my home university, which means that my home institution's Institutional Review Board (IRB) could serve as the reviewing agency.

To collect data from AYF students, I contacted program staff members, Mr. Ulrich Struve (Associate Program Director for the Academic Year in Freiburg) and Prof. Marc Kleijwegt (Professor of History, University of Wisconsin–Madison, who served as Academic Director in 2022-2023) in the spring of 2022. Ultimately, AYF program staff granted permission and agreed to support the study in multiple ways (described below).

First, the program staff of the Academic Year in Freiburg (2022-2023) agreed to present my project to all 27 students in the 2022-2023 cohort on September 8, 2022, using the same PowerPoint presentation that I employed vis-à-vis non-sojourning students only at the University of Wisconsin–Madison (my home institution) at around the same time. Following this initial presentation, I asked faculty in German at the AYF students' home institutions to send follow-up emails to further encourage participation in my absence.

During this presentation, all AYF students were informed about the scope of the project, the research instruments, risks, benefits, and compensation before each of the individual components of the project. All participants had to be at least 18 years old. Participation in this study was voluntary and was not related to student participants' performance of evaluation in their respective course(s) or study abroad program.

Participants were compensated $20 after they completed the questionnaire in their initial weeks at a university in Germany, i.e., Timepoint 1, and $30 at the end of their first semester at a university in Germany, i.e., Timepoint 2, for a total of $50. Compensation was dispersed in one of two participant-chosen methods: (a) by electronic transfer on Venmo or (b) cash. Electronic transfers were made within 24 hours after the completion a given research instrument was confirmed, and cash payments were made in person in April 2023 in Freiburg, Germany.

For the purpose of contextualization, the following tables will present information about participants' background broken down by institution as well as for the group as a whole. However, institutional provenance will not be considered in the analyses of data.

All participants reported having spent their childhood (i.e., up to the end of their secondary education) in the United States, identified themselves as L1 English speakers, and reported some degree of L2 proficiency in German. At each timepoint, respondents' L2

proficiency was self-assessed, i.e., they rated on a scale from 0% (= no ability/knowledge at all) to 100% (= like a native speaker) the degree to which they understand spoken German and can speak German. Table 3 (below), organized by home university, shows the results of this self-assessment at Timepoint 1 and Timepoint 2. In addition to the linguistic abilities in L2 German reported below, one participant also reported some proficiency in Korean and another in Mandarin Chinese. All but one (90.91%) of the participants had declared German as their major at the time the study began. Of the participants majoring in German, all but three of them (70%) had also declared a second major.

Table 3: The average scores of respondents' self-assessed L2 German proficiency with regard to their listening and speaking in their initial weeks (Timepoint 1) and at the end of their first semester at a university in Germany (Timepoint 2) by home university

Home University	**Average Scores of Respondents' Self-Assessed L2 German Proficiency on a Scale from 0-100%**			
	Timepoint 1		**Timepoint 2**	
	Listening	**Speaking**	**Listening**	**Speaking**
All study participants	**58.27**	**39.27**	**70.33**	**49.73**
Michigan State University	75	68.33	91.67	86.67
University of Iowa	65	48	71.33	53.33
University of Michigan	58.33	40	71.67	56.67
College of William & Mary	50	20	70	30
Vanderbilt University	43	20	47	22

As a whole, respondents from each of the five home universities reported more growth in their average listening proficiency (+12.06%) than in their speaking proficiency (+10.46%) in L2 German from their initial weeks at a university in Germany (Timepoint 1) to the end of their first semester (Timepoint 2). What is more, participants consistently perceived a difference in their listening and speaking proficiency, i.e., when taken together, participants from each of the five

home universities assessed their listening proficiency to be 19% higher than their speaking proficiency at Timepoint 1, and 20.6% higher at Timepoint 2.

Respondents' self-assessments also revealed differences in reported L2 German proficiency by institution. That is, at both Timepoint 1 and Timepoint 2, participants from Michigan State University rated their L2 German listening and speaking proficiency on average to be higher than respondents from all other universities. Conversely, average self-ratings in L2 German listening and speaking proficiency from respondents from the College of William & Mary and Vanderbilt University were lowest at both timepoints. However, in comparison to the participant from the College of William & Mary, the respondent from Vanderbilt University reported relatively less growth in both listening proficiency (-16%) and speaking proficiency (-8%) from Timepoint 1 to Timepoint 2.

By the same token, at Timepoint 1, although participants from the University of Iowa reported their L2 German listening (+6.67%) and speaking (+8%) proficiency to be on average higher than participants from the University of Michigan did at Timepoint 2, the latter reported more growth in listening (+7.01%) and speaking (+11.34%) proficiency. Thus, participants from the University of Iowa reported to have surpassed the University of Michigan in L2 German proficiency at Timepoint 2.

Table 4 shows additional information about study participants by their respective home university. However, the first row of the table shows the same types of information with all study participants considered together. Then, the table includes counts of participants as well as indicates representativeness, counts of respective cohorts in the AYF program; average age; percentage distributions of gender, ethnic background; and information about the extent of formal instruction in German. The descriptors related to gender and ethnic background were

chosen by the participants themselves, and I was only able to collect this demographic information from students who elected to participate in the study. The listing by home universities primarily follows the number of participants in the study and secondarily, the total number of students enrolled in AYF.

Table 4: Additional background information on study participants by home university: Total cohort enrollment, average age, self-identified gender and ethnicity, and formal instruction in German from participants

Home University	Number of Participants	Number of Students in AYF Cohort 2022-2023	Average Age of Participants (in Years: Months)	Number of Participants by Self-Reported Gender			Number of Participants by Self-Reported Ethnicity		Number of Participants with a Given Range of Experience as Learners in a Formal German Class (K-12 & Post-Secondary)	
				Male	Female	Non-Binary	Black	White	1-5 years	5-10 years
All study participants	11	N/A	20:2	4 (36.36%)	6 (54.54%)	1 (9.09%)	1 (9.09%)	10 (90.91%)	6 (54.54%)	5 (45.45%)
Michigan State University	3	9	20	0 (0%)	3 (100%)	0 (0%)	0 (0%)	3 (100%)	0 (0%)	3 (100%)
University of Iowa	3	7	20:5	2 (66.67%)	1 (33.33%)	0 (0%)	0 (0%)	3 (100%)	3 (100%)	0 (0%)
University of Michigan	3	4	20	2 (66.67%)	1 (33.33%)	0 (0%)	0 (0%)	3 (100%)	1 (33.33%)	2 (66.67%)
Vanderbilt University	1	2	20	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1 (100%)	1 (100%)	0 (0%)
College of William & Mary	1	1	20	0 (0%)	0 (0%)	1 (100%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)
University of Wisconsin–Madison	0	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Indiana University	0	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Of the 11 students who completed the *Questionnaire* in their initial weeks at a university in Germany (referred to in Results as Timepoint 1) as well as in the final weeks of their first semester at a university in Germany (referred to in Results as Timepoint 2), nine came from one of three home universities, i.e., University of Michigan, Michigan State University, or the University of Iowa. The average age of all participants was approximately 20 years and 2 months, a mean from which there was little deviation when individual institutions were examined. There was a moderate female majority in the research participants (54.54%) as a whole group. However, two universities, i.e., University of Michigan and University of Iowa, contributed more male than female study participants. The gender distribution of AYF students overall also showed a slight female majority (48.15%) in comparison to male (44.44%) and non-binary (7.40%) participants. A noticeable majority of participants identified as white (90.91%) – one participant (equivalent to 9.09% of participants) as Black[11]. Participants' range of experience as a student in a formal German class was very similarly distributed between the two calculated increments, 1-5 years (54.54%) and 5-10 years (45.45%). Due to the large amount of data at hand, participants' demographics will not be considered as variables in the present study although I acknowledge that they may interact with participants' experiences or perceptions and therefore also with their responses and ultimately, with study results. For present purposes, Table 4 is intended to provide context. In subsequent analyses of the same data set, these variables will be considered in greater detail.

Academic Year in Freiburg (AYF)

The ecology of the Academic Year in Freiburg is relevant for this study in that it is important to know in what capacity, to what extent, and with what frequency sojourners may

[11] I was not able to collect demographic information from the cohort as a whole to contextualize this information.

have interacted with their native-speaker student peers during their time in Germany. Although each individual participant is likely to have experienced different types and numbers of interactions, which were not closely assessed or distinguished as part of this study, a general description of the program provides context.

As stated earlier, the Academic Year in Freiburg (AYF) is a study abroad program administered by the University of Wisconsin–Madison as part of a consortium of four universities (i.e., Michigan State University, University of Iowa, University of Michigan, University of Wisconsin–Madison). Students from any other U.S. university are also allowed to enroll should they follow all requirements set forth by the AYF Office[12]. To participate, students must complete an application and meet five requirements. Namely, an applicant must (1) have achieved at least sophomore status by the beginning of their sojourn; (2) be a degree-seeking student at a U.S. college or university; (3) have earned an overall GPA of 2.5 (out of 4.0) by the beginning of their sojourn; (4) have taken at least four semesters of college-level German or equivalent; and (5) have earned a GPA of 3.0 (out of 4.0) in their German courses. Students from the four consortium universities apply through their study abroad office; all other (i.e., non-consortium) students apply at large through the University of Wisconsin–Madison.

The AYF Office oversees university registration, secures a student visa and international health insurance, opens a bank account, reserves a private room in a shared apartment in university housing (typically 3-5 students per apartment), and provides academic support for all participants. For the purpose of further developing their language skills and enhancing intercultural understanding, AYF participants are not placed in shared apartments together

[12] These students are then considered ‘non-degree-seeking students’ at the University of Wisconsin–Madison for administrative purposes.

whenever it can be avoided, but rather are housed with native speakers of German or other international students.

Freiburg, Germany is situated in the southwestern corner of Germany, i.e., the city borders on Switzerland and France, and it had a total population of 235,859 residents in 2023[13]. Home to six educational and research institutes, three Max Planck institutes, and five Fraunhofer institutes, Freiburg is a center of academia and research. The State Statistical Office in Baden-Württemberg further reported that the city had a total of 31,878 students enrolled in an institute of higher learning in 2021, i.e., 13.52% of the total population[14]. However, University of Freiburg, the city's largest and most renowned university, contributes the largest number of students to this statistic, i.e., it currently has 24,520 enrolled students[15]. Further, the University of Freiburg reports that approximately one in five of its students (18%) are international, hailing from approximately 65 countries, found on every continent except for Antarctica. Currently (i.e., in Academic Year 2023-2024), 152 of these international students are from the United States (3.4%). The international reach of the University of Freiburg is expanded through its participation in EUCOR an alliance of a total of five French, German, and Swiss universities on the Upper Rhine that practice cross-border cooperation[16] as well as the Erasmus+ program. This means that students whose first language is German share classes with whose first language is not German. Finally, although the university campus is adjacent to the historic downtown, i.e., the heart of the city, many students live in dorms that are spread out throughout the city, some much further from campus than others.

[13] https://www.freiburg.de/pb/207904.html
[14] https://www.freiburg.de/pb/1649767.html
[15] https://public.tableau.com/app/profile/unifreiburg/viz/UniversityofFreiburg-UniversityinNumbers/Students
[16] https://www.eucor-uni.org/en/

Sojourning students typically arrive together as a cohort in early September. They immediately participate in a ten-day-long orientation and complete a placement test that informs their subsequent course placement. They then start a level-appropriate intensive German-language course through a contracted private institute, Alpadia Language Schools, that lasts about a month until the *Wintersemester* (winter semester), the first semester of the German two-semester academic year, which begins in October. These courses are exclusive to AYF students and run Monday through Friday for 45 minutes per session. If the director of the AYF program deems it appropriate, students with lower language proficiency can take a follow-up language course for three months starting in October, i.e., during the winter semester (*Wintersemester*).

During the academic year, students may enroll in most classes offered to regular attendees of the university or participate in any extra-curricular activity open to students at the University of Freiburg or the *Pädagogische Hochschule Freiburg* (University of Education in Freiburg) if they meet all the prerequisites. In these courses, participants may encounter German native-speaker students and other international students. However, they are not required to enroll in these courses and may elect to exclusively enroll in courses or participate in extra-curricular activities[17] that are offered specifically through AYF, including cultural immersion activities, travel opportunities, etc. Indeed, the program offers special courses, i.e., AYF seminars, taught by German faculty in area studies and history for program participants. Also, AYF participants may enroll in courses in the Language Teaching Institute throughout the year, which offers language and culture courses in over 20 languages, including German. What is more, all participants in AYF can apply for an internship with a local company in the second semester of their sojourn (*Sommersemester*) to gain work experience in a German-speaking country. In sum,

[17] https://www.ayf.uni-freiburg.de/students/current/

sojourners could interact with native-speaker peers in any of the contexts described above or in their free time.

3.2.2 Research Instrument

This subchapter provides information on the research instrument used in the dissertation study with regard to the development of the 29 language-use behaviors and rating objectives and scales.

Development of the 29 Language-Use Behaviors

Data for the dissertation study derive from study participants' (see 3.2.1, 11 sojourning learners of German) ratings of 29 language-use behaviors (LUBs) in terms of (a) the degree to which participants perceived behaviors to resemble hypothesized (see just below) *foreigner talk* (FT; e.g., speaks very slowly; see Table 6 later in this chapter) and (b) the positive/negative associations, arranged along each of five dimensions, i.e., distracting/helpful; discouraging/encouraging; signaling of social exclusion/inclusion; signaling of condescension/accommodation; and conveyance of a low/high opinion of an L2 user's proficiency in German, that participants drew when these 29 LUBs were performed by their native-speaker peers in extremely FT-like form. The specific scales that respondents were asked to apply will be explained in the following segment.

Before describing the development and selection of the 29 language-use behaviors (LUBs), two challenges – both only partially resolved – need to be acknowledged:

The first challenge was the establishment of LUB categories (types) that tie into prior research and theory. The overall aim was to expand on traditional, often narrow linguistic notions of 'talk', e.g., as used in research that focused on grammatical features, (Ferguson, 1975; Freed, 1980; Hatch, 1983; Long, 1980) for the study to reflect paralinguistic and non-verbal

concerns as well as more recent developments in Second Language Acquisition, such as the so-called the 'social turn' (Gardner, 2001; Block, 2003; Dörnyei, 2009; Norton & McKinney, 2011). Twelve categories were created to represent LUBs that addressed linguistic concerns as well as social connotations although, admittedly, the separation between the two is somewhat arbitrary and rather intended to provide guidance in developing LUBs than in analyzing data.

Five categories of LUBs were intended to represent linguistic, paralinguistic, and non-verbal notions of *foreigner talk*: *the (non-)use of linguistic simplification, pacing and pausing, phonetic realization, (non-)use of body language & facial expression, and the (non-)use of distorted/standardized grammar.* The remaining seven categories were developed to emphasize language use that, it could be argued, bears a more immediate connection to social and/or conversational-organizational implications*: the (non-)use of (supra)regional language, conversational organization, the (non-)use of specific speech acts, (non-)use of non-literal language, the (non-)use of culturally-connoted references, the (non-)use of transgressive language,* and *language (L2) abandonment/maintenance*.

However, although, as will be explained later, experiences in practice and insights from research were drawn on in their development, neither the categories of LUBs nor the specific LUBs themselves can be considered either comprehensive or definitive. What is more, the division into broadly linguistic (i.e., to include paralinguistic and non-verbal phenomena) and social LUB categories is by no means absolute and needs to be regarded as nothing more than an aid in conceptualization. Also, certain choices in the articulation of LUB categories and specific LUBs, take an uncomfortable middle ground between theoretical adequacy and comprehensibility to the non-linguist study participants. For example, the term (language or linguistic) *simplification*, though frequently used by both language teachers and learners, in

research would require a precise definition, which – in turn – may even deviate from common perceptions of the term among non-specialists. When confronted with conflicting stances between language specialists and non-specialist language users, articulation to accommodate the latter was chosen.

The second challenge had to do with the conceptualization and articulation of *foreigner talk* (FT) itself. In articulation, each LUB was phrased in two ways, one to represent it as extremely FT-like, the other to render it as extremely FT-unlike. However, depending on a given rating objective and its attendant scale, participants were either presented with a bipolar version in which the extremely FT-like and the extremely FT-unlike articulations of the LUB occupied opposite ends of the scale (poles) or, alternatively, were invited to apply a rating (scale) to only the extremely FT-like form of the LUB.

Another challenge arose from the need to determine which version of a given LUB indeed was to represent the FT-like and which version the FT-unlike form. For example, *speaking extremely slowly* and *speaking extremely fast* were two versions of the same LUB. One of the two had to be labeled as FT-like, its opposite as FT-unlike. In some instances, designations could rely on prior research (though even there, many designations were purely hypothetical and not empirically supported); in other cases, I had to rely on my intuition as a researcher-language teacher and a language learner as well as the intuitions of my colleagues and faculty. Given the comprehensive lack of empirical evidence for a fine-grained understanding of *foreigner talk*, a gap that motivated this study to begin with, all designations of LUBs as 'FT-like' need to be considered hypothetical and subject to future revisions. Nevertheless, in view of the research design that presented participants with language-use behaviors (LUBs) and asked them to attach ratings (and, indirectly, labels, i.e., the relative presence or absence of specific connotations) to

them, the question of which version of a given LUB corresponded with *foreigner talk* is not of the utmost importance.

Even more fundamental than the question of which version of a given LUB would be taken as the FT-like one, was the issue of how to articulate opposites (FT-like and FT-unlike versions of the same FT) with as much precision as possible. As will become evident (see Table 5), many but not all LUB categories, too, required oppositional labels. For some LUBs antonyms could be identified quite readily (e.g., *simple*/FT-like versus *complex*/FT-unlike) even as the exact meaning of each term admittedly could be further debated (e.g., What exactly is *simple?)*. For some LUBs and all LUB categories that required oppositional labeling, no eligible antonyms presented themselves at all. In such instances, *FT-unlikeness* was phrased in terms of the absence of FT-likeness, e.g., the LUB category with the oppositional labels of *use of transgressional language/FT-unlikeness* versus *non-use of transgressional language/FT-likeness*.

To summarize, neither the concepts behind nor the articulation of LUB categories or of individual LUBs should be thought of as self-evident, precise, or conclusive. Neither should the respective designations as FT-like to FT-unlike. However, given the impetus to document, evaluate, and analyze the perceptions of *foreigner talk* as reported by sojourning learners of German on the basis of their experiences with native-speaker peers and further, considering the current relative paucity of relevant evidence, I felt the need to move forward with what I could discern from prior research, personal experiences as a learner and sojourner, and my professional expertise as a trained language teacher. Specifically, I followed the procedure described subsequently.

Originally informed by readings and discussions during an independent study in Spring 2022, this list of 29 language items was drafted, edited, organized into subcategories, tested in

focus groups, and piloted through colleagues and friends before being finalized for participants. Table 5 (below) outlines the sources of inspiration for each of the 12 categories of language-use behavior, with a primary focus on relevant extant research (literature), i.e., works that speak directly to speech modifications in communication with non-native speakers, either in the form of *teacher talk* or of *foreigner talk* (or language-use behaviors under similar designations); secondarily, I include works that contribute relevant insights even though they do not directly address either *teacher* or *foreigner talk.* All mentioned works were included in Chapter 2. I also list forms of personal experience and teacher training as sources when applicable. Table 5 also previews the color-coding scheme that will be used to visually distinguish LUB categories in the presentation of Results. Colors were chosen based on their legibility and ability to be distinguished; they have no further implications.

Table 5: Sources of inspiration for each of the 12 categories of language-use behaviors

LUB Category	Sources of Inspiration		
	Relevant Literature	Adjacent Literature	Other
(Non-) Use of Linguistic Simplification	Fillmore, 1976; Krashen, 1978; Hatch, 1979; Tarone, 1980; Ramamurti, 1980; Scarcella & Higa, 1981; Sweeney & Hua, 2010; Fobbe, 2014; Alfallaj, 2016; Long, 2020; Tal, 2023	Long & Sato, 1983; Ortega, 2003; Chavez, 2006; Lu, 2011	Teacher training
Pacing & Pausing	Ferguson, 1975; Henzl, 1979; Nelson, 1992; Fasch, 1993; Biersack et al., 2005; Kangatharan, 2005; Kühnert and Antolík, 2017; Rodriguez-Cuadrado et al., 2018; Bobb et al. 2019; Piazza, 2021	Sadeghi & Mansoory, 2015	Teacher training
Phonetic Realization	Ferguson, 1975; Klein & Heidelberger Forschungsprojekt, 1975; Freed, 1978; Knoll et al., 2007; Scarborough et al., 2007; Uther et al., 2007; Knoll, Scharrer, & Costall, 2009	Smith, 1993; Leow, 2001; Benati, 2006; VanPatten, 2015	Teacher training
(Non-) Use of Body Language & Facial Expressions	Tarone, 1980; Hartmann, 1994; Drewelow & Theobold, 2017; Tellier et al. 2021	Hermanto, 2015; Tellier et al., 2021; Ergül, 2023; López Bastidas, 2023	Pedagogical experience
(Non-) Use of	Fox & McGory, 2007; Prodromou,	Kudera, 2020; Ruck, 2020;	Pedagogical

Supra-regional Language	2007; Trible, 2013; George, 2013, 2014, 2017; Beaulieu, 2016; Ruivivar & Collins, 2018	Ruck & Shafer, 2020	experience
(Non-) Use of Distorted/ Standardized Language	Schachter, 1974; Hatch et al. 1975; Valdman, 1976; Ramamurti, 1977; Clyne, 1978; McCurdy, 1980; Nelson, 1992; Zajac & Arkadiusz, 2013; Alfallaj, 2016		Language-learning experience
Conversational Organization	Long, 1981; Bortfeld and Brennan, 1998; Sweeney & Hua, 2010	Grice, 1987; Kudera, 2020	Pedagogical experience
(Non-) Use of Specific Speech Acts	Carterette & Jones, 1974; Ferguson, 1975; Freed, 1978; Hatch, 1975, 1978; Long, 1978, 1980; Tarone, 1980; Fasch, 1993; Nishida, 2014; Alfallaj, 2016	Seedhouse, 2008	Language-learning experience
(Non-) Use of Non-Literal Language	Bell, 2007a, 2007b, 2009, 2012; Bell & Attardo, 2010; Yue et al., 2016; Cooper et al., 2020; Ladilova & Schröder, 2022	Grice, 1987; Poveda, 2005; Nuff & Dewaele, 2023	Pedagogical experience
(Non-) Use of Potentially Transgressive Language		Kim & Lantolf, 2016; Leal et al., 2018; Bamman & Smith, 2021; Techentin et al., 2021; Alhusban & Alshehri, 2022; DeFrank & Kahlbaugh, 2018; Haider et al., 2023	Pedagogical & language-learning experience
(Non-) Use of Culturally-Connoted References		Grice, 1987; Ting-Toomey, 1997; MacIntyre et al., 2001; Chavez, 2002; Kinginger, 2019 Masitoh et al., 2023	Language-learning experience
(Non-) Use of the Target Language	Tarone, 1980; Spencer-Rodgers & McGovern, 2002; Alfallaj, 2016; Zimmermann, 2020; Nymeyer, 2021	Kim & Elder; 2005; Iyitoglu, 2016; Kudera, 2020	Language-learning experience

In overview, each of the 12 language-use behavior (LUB) categories are, to some degree, referenced either directly (10 LUB categories) or indirectly (11 LUB categories) in literature. In addition to my personal experience as a sojourning language learner, my experiences in the classroom as a language teacher and/or as a language learner contributed to the conceptualization of all twelve categories.

Each of the 12 LUB categories served as an umbrella to between one and four specific LUBs, for a total of 29 different LUBs. Table 6 provides an overview of how these 29 LUBs ('questionnaire items') distributed over the 12 LUB categories as well as the specific LUBs.

Study participants were introduced only to individual LUBs and never encountered the LUB categories either in name (label) or concept. In the questionnaire, LUBs were presented in an order that was expected to accommodate mental groupings in respondents' minds, not necessarily clustered by LUB categories.

Specifically, Table 6 displays (from left to right column) the respective designation of each of the 12 language-use behavior (LUB) categories; the number of language-use behaviors (LUBs) under each category; each LUB (questionnaire item) as shown to respondents for rating, first phrased as an extreme form of *foreigner talk* (FT) (third column from left; later also referred to as 'extreme FT-likeness') and then, as its opposite, phrased either in terms of absence of FT or with the use of antonyms (later also referred to as 'extreme FT-unlikeness') ; and finally, the number that indicates the occurrence in the questionnaire of a given LUB in the sequence of 29 items. The same sequence was used in each of the rating cycles (described in the next section).

Table 6: Category designation, the number of language-use behaviors in each category, language-use behaviors as phrased as extreme forms of hypothesized foreigner talk (FT) and their extreme opposites, and the occurrence of the respective LUB in the sequence of items

Category Designation	**Number of Language-Use Behaviors in Each Category**	**Language-Use Behaviors Phrased as Extreme Forms of Hypothesized *Foreigner Talk* (FT) (extreme FT-likeness)**	**Language-Use Behaviors Phrased as Extreme Opposites of Hypothesized *Foreigner Talk* (FT) (extreme FT-unlikeness)**	**Occurrence of Respective LUB in the Sequence of Items**
Use of Linguistic Simplification	2	Using extremely simple grammar	Using extremely complex grammar	2
		Using extremely simple vocabulary	Using extremely complex vocabulary	5
Pacing & Pausing	3	Speaking extremely slowly	Speaking extremely fast	4
		Making extremely long pauses between words & phrases	Making extremely short pauses between words and phrases	12
		Making extremely frequent pauses between words & phrases	Making extremely infrequent pauses between words & phrases	13
Phonetic Realization	3	Enunciating individual sounds very clearly (e.g., saying "P-R-O-B-A-B-L-Y")	Blurring sounds together freely (e.g., saying "probly")	8
		Emphasizing individual syllables to the extreme (e.g., saying "TO-MA-TO SOUP")	Not emphasizing individual syllables at all (e.g., saying "tomatosoup")	9
		Speaking at an extremely high volume (loud)	Speaking at an extremely low volume (soft)	10
(Non-) Use of Body Language & Facial Expressions	4	Making extremely pronounced facial expressions	Making extremely subtle facial expressions	14
		Making extremely frequent facial expressions	Making extremely infrequent facial expressions	15
		Making extremely pronounced gestures	Making extremely subtle gestures	16
		Making extremely frequent gestures	Making extremely infrequent gestures	17
(Non-) Use of (Supra)-regional Language	2	Using only vocabulary that complies with national conventions (e.g., saying "drinking fountain")	Using only vocabulary that complies with regional conventions (e.g., saying "bubbler" in parts of the U.S.)	6
		Using only grammar that complies with national conventions (e.g., saying "Would you like to join us?")	Using only grammar that complies with regional conventions (e.g., saying "Wanna come with?")	7
(Non-) Use of Distorted/ Standardized Language	1	Deliberately using only distorted grammar (e.g., saying "Me Tarzan.")	Deliberately using only standardized grammar (e.g., saying "I am Tarzan.")	3

Conversational Organization[18]	2	Making their utterances extremely short in length	Making their utterances extremely long	1
		Taking extremely long turns speaking (doing all or most of the talking)	Taking extremely short turns speaking (doing very little of the talking)	11
(Non-) Use of Specific Speech Acts	3	Totally avoiding asking questions	Not avoiding asking me questions at all	18
		Totally avoiding making direct requests	Not avoiding making direct requests of them at all	19
		Totally avoiding making indirect requests	Not avoiding making indirect requests of them at all	20
(Non-) Use of Non-Literal Language	3	Totally avoiding figurative speech (e.g., saying "suddenly")	Not avoiding figurative speech at all (e.g., saying "out of the blue")	21
		Totally avoiding word play (e.g., no puns)	Not avoiding word play at all (e.g., many puns)	22
		Totally avoiding humor	Not avoiding humor at all	25
(Non-) Use of Potentially Transgressive Language	3	Totally avoiding exaggerations, half-truths, or untruths	Not avoiding exaggerations, half-truths, or untruths	23
		Totally avoiding taboo language or swearing (e.g., saying "Shucks!")	Not avoiding taboo language or swearing (e.g., saying "Sh**!")	24
		Totally avoiding sarcastic language	Not avoiding sarcastic language at all	26
(Non-) Use of Culturally-Connoted References	2	Totally avoiding references to German-specific 'common knowledge' (e.g., German politics, TV shows, etc.)	Not avoiding references to German-specific 'common knowledge' (e.g., German politics, TV shows, etc.)	27
		Totally avoiding references to German-specific cultural events or practices (e.g., German holidays, festivals, etc.)	Not avoiding references to German-specific cultural events or practices (e.g., German holidays, festivals, etc.)	28
(Non-) Use of the Target Language	1	Switching into a language other than German (e.g., English) right after the conversation began	Using only German during the entire conversation	29

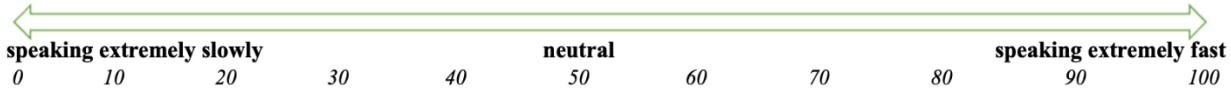
[18] "*Conversation Organization*" consists of two seemingly similar, but quite different items. The first item, "making their utterances extremely short in length" refer to individual utterances, which would be kept short. On the other hand, "taking long turns" refer to turns, which could contain more than one utterance. Thus, long turns – in the extreme – would contain many short utterances.

Rating Objectives and Scales

Two separate but complementary rating objectives were pursued, each associated with a particular type of scale. First, study participants were to assess how their NS peers typically executed each of the 29 language-use behaviors (LUBs) when they addressed them (the sojourners), i.e., where on a bipolar scale from 0-100 the typical production of each LUB fell. For each LUB, the left pole (equaling 0) presented the LUB's most extreme FT-like version; the right pole (equaling 100) its most extreme FT-unlike version. Although score options were presented in in increments of 10, respondents could select any score including and between 0–100, with 50 (the middle score) representing a neutral position between FT-likeness and FT-unlikeness.[19]

Figure 1 presents a visual conceptualization of the FT-un/likeness scale using an example LUB, in which '*speaking extremely slowly'* represents to most extreme FT-like version and *'speaking extremely fast*' the most extreme FT-unlike version.

Figure 1: A visual conceptualization of the FT-un/likeness scale



The second rating objective was for respondents to evaluate the most extreme FT-like versions[20] of each of the 19 LUBs according to five dimensions that, in turn, each were presented in bipolar form. The first dimension, distraction/helpfulness, was to explore how participants

[19] Deviations from the middle point of 50 in either direction (toward extreme FT-likeness and extreme FT-unlikeness) will be used as a metric in the reporting of Results.

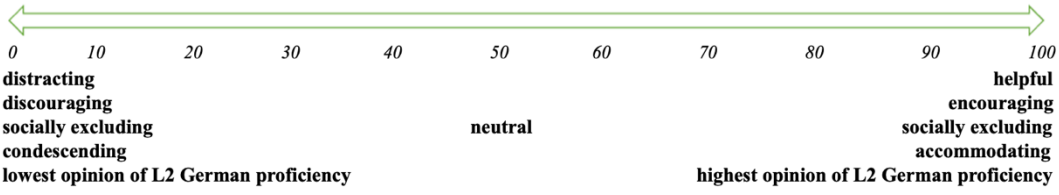
[20] Since the two poles of the rating scales here needed to accommodate the opposites of a given dimension and each rating had to be applied to exactly one specific version of the LUB, it was decided to present respondents with the most extreme FT-like form of a given LUB.

judged the cognitive dis/advantages of each FT-like language-use behavior. The remaining four scales, i.e., dis/encouraging, socially ex/including, condescending/accommodating, and conveying a low/high opinion of an L2 user's proficiency in German, explored respondents' evaluations with regard to different types of social implications and messaging. Ultimately, I hoped to obtain an evaluative account of sojourners' perceptions of different forms of *foreigner talk* that is more nuanced than the 'good' or 'bad' designations that prevail in research to-date.

This time, the two poles of scale did not represent FT-likeness vs. FT-unlikeness. Rather, the left pole of the scale (equivalent to 0) always represented the negative predicate, i.e., discouraging, socially excluding, condescending, and conveying a low opinion of an L2 user's proficiency in German, and the right pole of the scale (equivalent to 100) always represented the positive predicate i.e., encouraging, socially including, accommodating, and conveying a high opinion of an L2 user's proficiency in German. Again, respondents could select any score including and between 0–100, and again the score of 50 indicated neutrality.

Figure 2 shows the five scales, each representing a bipolar, evaluative dimension.

Figure 2: A visual conceptualization of the five scales used for the evaluative dimensions



Participants were advised to rate all 29 LUBs under one dimension and then proceed to the next in the order shown in Table 6, but ultimately, they chose how to proceed according to personal preference, i.e., either following the recommendation or rating a given LUB under each of the five evaluative dimensions before proceeding to the next LUB. To be sure, the 29 LUBs

were presented in the same order across all six rating cycles though the phrasing with which they were presented differed between the first (descriptive: extreme FT-like/extreme FT-unlike oppositional pairs) and the other five (evaluative: extreme FT-like form only) rating cycles.

3.2.3 Procedure for Dissertation Study

This subchapter provides information on data collection and data processing as is relevant to the procedure of this study.

Data Collection

Questionnaire data was accepted during a three-week window from students enrolled in the Academic Year in Freiburg in (2022-2023), at two individual timepoints, i.e., in their initial weeks and at the end of their first semester at a university in Germany. To be sure, students who did not complete the questionnaire at both timepoints (two participants of the original 13, one from Michigan State University and one from the University of Michigan) were excluded.

These two timepoints were chosen to see how their experiences during their sojourn interacted with perceptions; explain that changes in reported perceptions may not only reflect experiences with NSs peers but also changes in self-perception, self-beliefs about participants' standing in the language community, and/or changes in anticipated or un/desired outcomes of the sojourn.

As a reminder, participants were compensated a total of $50 after they completed the two research instruments that made up this dissertation study.

At both Timepoint 1 and Timepoint 2, I sent the questionnaire to participants as an email attachment. To complete the instrument, participants used a computer to enter their scores, i.e., any score including and between 0-100, into the Microsoft Word document in which the questionnaire was presented in an unsupervised setting of their choosing. During the two five-

week collection periods, I briefly followed up via email with participants on a weekly basis to confirm receipt of the research instrument, answer questions, check on progress, etc. Participants returned their completed questionnaires directly to me via email for two reasons. First, it was necessary to link multiple submissions (e.g., the two administrations of the same questionnaire as well as other research components (as described in Table 2) to the same participant; and second, to compensate them appropriately. Though anonymous participation was impossible, confidentiality was maintained in that no identifying information was entered into Microsoft Excel during data processing.

Data Processing

I entered scores submitted by each participant for each of the 29 LUBs in each of the six rating cycles, i.e., a description of NS peer's speech being FT-un/like and evaluation alongside five dimensions, as reported at each of the two timepoints, into Excel spreadsheets. A total of 174 data points were entered for each of 11 participants at each of two time points, for a total of 3,828 entries.

These entries were used to answer the fifteen research questions, presented under three Research Themes in Results through the calculation of descriptive statistics (such as means, standard deviations, CoVs, percentages, etc.) and, in some instances, through the application of inferential statistics, such as paired t-tests. Specific analytic procedures will be explained for each research question in Results.

4. Results

The presentation of results follows three research themes (RTs), with each focusing on a different aspect of the perceptions that 11 sojourning U.S. American college learners of German associated with each of 29 language-use behaviors (LUBs) that were typically directed at them by their German native-speaker peers.

These 29 language-use behaviors were conceptualized to fall into 12 categories, each with one realization that resembled hypothesized *foreigner talk* (FT; see Methods chapter, Table 6), i.e., designated to operationalize FT-likeness, and another, opposite, realization that did not resemble hypothesized FT, i.e., designated to operationalize *FT-unlikeness*[21]. These category designations were, with FT-likeness rendered in bold: (1) (non-)**use of linguistic simplification**; (2) pacing & pausing that do (**not**) reflect conventions of casual conversation; (3) phonetic realizations that do (**not**) reflect conventions of casual conversation; (4) (non-)**use of exaggerated body language & facial expressions,** (5) (non-)**use of supra-regional language**; (6) use of **modified**/standardized language; (7) conversational organization that places a **low**/high conversational burden on the interlocutor; (8) **(non-)**use of specific speech acts; (9) **(non-)**use of non-literal language; (10) **(non-)**use of potentially transgressive language; (11) **(non-)**use of culturally-connoted references; and (12) **(non-)**use of the target language. Respondents reported their perceptions at two separate timepoints, i.e., during the initial weeks at a university in Germany (Timepoint 1) and then again, at the end of the first semester of their sojourn (Timepoint 2).

Research Theme (RT) 1 investigated how closely respondents perceived each of the 29 different language-use behaviors (also referred to as LUBs) to typically resemble extreme forms

[21] Please be reminded that, as discussed in Methods, *FT-unlikeness* is not necessarily the same as so-called 'natural speech'.

of hypothesized *foreigner talk* (FT; e.g., *speaks very slowly*; see Methods chapter, Table 6) when performed by their NS peers, respectively at Timepoint 1 (RQ 1.1) and at Timepoint 2 (RQ 1.2); and comparatively between these two timepoints (RQ 1.3).

Research Theme (RT) 2 examined how participants evaluated each of the 29 language-use behaviors (LUBs) when they were presented in their most extreme form of hypothesized *foreigner talk* (FT) along five dimensions: (a) distracting/helpful; (b) discouraging/encouraging; (c) socially excluding/including; (d) condescending/accommodating; and (e) conveying a low/high opinion of an L2 German learner's language skills, when performed by their NS peers, respectively at Timepoint 1 (RQ 1.1) and at Timepoint 2 (RQ 1.2); and comparatively between these two timepoints (RQ 1.3).

In Research Theme (RT) 3, information from RT1, specifically, insights into which language-use behaviors (LUBs) were perceived to tend prominently toward and which were perceived to tend prominently away from *foreigner talk*, were combined with findings for RT2, i.e., how extreme forms of *foreigner talk* in each of the 29 language-use behaviors were evaluated. The objectives were to determine in what regard and to what extent the forms of *foreigner talk* that participants believed to be exposed to or, conversely, to be sheltered from (in particular), were deemed positive or negative. As was done for RT1 and RT2, information was compiled for each of the two timepoints and then compared between them.

Research Theme 1: How Sojourning U.S. American Intermediate College Learners of German Imagined (Timepoint 1) or Perceived (Timepoint 2) How Their German Native-Speaker Peers Typically Talk to Them with Regard to Each of 29 Language-Use Behaviors (LUBs)

Results for all three RQs under RT1 derived from analyses of scores that participants

assigned on a scale from 0 to 100 to each of 29 language-use behaviors (LUBs) as they perceived them to typically be directed at them by their German native-speaker peers. Respondents indicated how strongly they perceived each language-use behavior to tend toward (0-49, with zero being the most extreme form of FT) or away from (51-100, with 100 being the least alike to FT) *foreigner talk*. As a reminder, each of the LUBs was presented to participants in the form of oppositional pairs, i.e., with one part phrased as an extreme form of hypothesized FT (e.g., *speaking very slowly*) to represent the left side of the scale (0-49) and the other part phrased to represent the right side of the scale (51-100), i.e., forms of language-use behaviors that were the most unlike hypothesized FT (e.g., *speaking very fast*). A score of 50 corresponded with a neutral ('neither/nor') score. Respondents were not explicitly introduced to either the concept of *foreigner talk* or the fact that the left side of the scale was intended to represent it.

RQ1.1 How did sojourning U.S. American intermediate college learners of German imagine that their German native-speaker peers would typically talk to them with regard to each of 29 language-use behaviors (LUBs) during their initial weeks at a university in Germany?

RQ1.1, supported by data gathered very early in the sojourn (Timepoint 1), asked about respondents' imaginings while the subsequent RQ1.2, based on data gathered at the end of an academic semester (Timepoint 2), inquired about participants' perceptions because, at Timepoint 1, respondents were expected to have no or only very little experience with speech directed at them by their native-speaker (NS) peers.

Table 7 (below) shows results for Timepoint 1, specifically, the 29 LUBs ordered according to their calculated mean scores. The mean scores reflect how FT-like or *FT-unlike* respondents on average imagined a specific LUB to typically be realized when their German

native-speaker peers talked to them. In Table 7, LUBs are ordered according to their mean scores from highest (least FT-like) to lowest (most FT-like) and are further divided into two segments. The upper segment, rendered in shades of pink, shows LUBs with mean scores exceeding 50 (tending away from FT-likeness); the lower segment, using shades of gray, displays LUBs with scores lower than 50 (tending toward FT-likeness). To recall, each LUB was phrased in the form of oppositional pairs. In Table 7, the descriptors of LUBs in the upper segment are shown in the phrasing that in the research instrument reflected the non-FT-like version of the LUB, whereas behaviors listed in the lower segment are presented in the phrasing that is concomitant with FT-likeness. Non-FT-like LUBs were written in italics. Please also note that either type of phrasing represents the descriptor that was attached to the respective side of the scale, i.e., the most extreme articulation of FT-like or *FT-unlike* language use.

To provide additional visualization of results, the application of pink (non-FT-like LUBs) and gray (FT-like LUBs) colors, respectively was enhanced by the use of shading. Shades of pink and gray, respectively, were applied to each LUB (row) and corresponded with 10-point ranges and based on actual results. Table 7 yielded two shades of pink and two shades of gray.

In addition to means, Table 7 also shows two measures of variance, i.e., standard deviations (SD) and coefficients of variance (CoV), which standardize the degree of variation relative to the size of a given mean score. Moreover, Table 7 shows the mean of means (together with their SDs and CoVs) for all *FT-unlike* and all FT-like LUBs, respectively, and the mean of all means (also with SD and CoV) for all 29 LUBs taken together.

Table 7: Learners' imaginations of the relative FT-un/likeness of each of 29 LUBs directed at them by their German native-speaker peers in the initial weeks of their sojourn (Timepoint 1) by mean value

Means: *= 90-80.1; = 80-70.1; = 70-60.1; = 60-50.1; = 50-40.1; = 40-30.1*

Rank of Mean	Language-Use Behaviors That Tend Away from *Foreigner Talk*	Mean	SD	CoV
1	*Not avoiding humor*	69.55	25.05	0.36
2	*Not avoiding taboo language or swearing*	65.00	29.66	0.46
3	*Not avoiding references to German-specific cultural events or practices*	64.09	31.21	0.49
4	*Using standardized rather than distorted grammar*	63.64	23.88	0.38
5	*Not avoiding references to German-specific 'common knowledge'*	63.45	26.58	0.42
6	*Blurring sounds together freely*	61.82	23.59	0.38
7	*Not emphasizing individual syllables*	61.36	22.26	0.36
8	*Not avoiding asking questions*	59.55	22.30	0.37
9	*Making short rather than long pauses between words and phrases*	59.27	19.87	0.34
10	*Not avoiding making direct requests*	54.55	21.27	0.39
11	*Speaking fast*	54.09	17.86	0.33
12	*Using **grammar** that complies with **regional** conventions*	53.36	25.13	0.47
13	*Speaking at a low volume*	53.18	21.60	0.41
14	*Making their utterances long*	50.45	16.65	0.33
MEAN OF MEANS, *FT-UNLIKENESS*		**59.53**	**23.35**	**0.39**
Rank of Mean	**Language-Use Behaviors That Tend Toward *Foreigner Talk***	**Mean**	**SD**	**CoV**
15	Making frequent pauses between words and phrases	49.55	22.07	0.45
16	Avoiding making indirect requests	49.09	16.25	0.33
17	Using **vocabulary** that complies with **national** conventions	48.45	20.30	0.42
18a	Using simple **vocabulary**	47.27	11.04	0.23
18b	Avoiding sarcastic language	47.27	32.04	0.68
20	Switching into English right after the conversation began	46.82	27.32	0.58
21	Avoiding figurative speech	46.36	22.37	0.48
22	Making pronounced facial expressions	46.09	14.94	0.32
23	Avoiding exaggerations, half-truths, or untruths	44.55	27.15	0.61
24	Using simple **grammar**	44.27	21.00	0.47
25a	Making frequent facial expressions	43.18	16.01	0.37
25b	Avoiding word play	43.18	27.77	0.64
27	Making frequent gestures	43.00	22.49	0.52
28	Making pronounced gestures	40.91	16.25	0.40
29	Taking long turns speaking	35.91	15.62	0.44
MEAN OF MEANS, FT-LIKENESS		**45.06**	**20.84**	**0.46**
MEAN OF ALL MEANS		**52.04**	**22.05**	**0.43**

At Timepoint 1 (initial weeks of the sojourn), calculated means associated with the perceived FT-un/likeness of all 29 LUBs that respondents imagined their German native-speaker peers to typically direct at them, ranged from 35.91 to 69.55. That is, on average, respondents did not make use of the full range of the 0-100 scale. The mean of all means, i.e., 52.04, exceeded the 50-point neutral score only slightly and revealed only a minor trend for respondents to expect the speech directed at them by their NS peers to be somewhat *FT-unlike*. Also, of the 29 rated LUBs, 14 tended toward perceived *FT-unlikeness* and 15 tended toward perceived FT-likeness, i.e., individual language-use behaviors were divided as evenly as could be between imagined FT-likeness and imagined *FT-unlikeness*. In addition, the means for the behavior with the largest distance from the middle (50) in the direction of *FT-unlikeness*, i.e., *not avoiding humor* (mean, 69.55), was close to 20 points whereas the means for the behavior with the largest distance from the middle (50) in the direction of FT-likeness, i.e., *taking long turns speaking* (mean, 35.91), was somewhat smaller (close to 16 points). Furthermore, the mean of means for LUBs phrased in the direction of *FT-unlikeness* (59.33) was close to 10 points away from the middle (50), whereas the mean of means for LUBs phrased in the direction of FT-likeness (45.06) was only about 5 points away from the middle. Overall, these results suggest that respondents imagined the German directed at them by their NS peers to be somewhat more *FT-unlike* than FT-like. In terms of variance, although most coefficients of variance (CoVs) were moderate[22], the average CoV for behaviors that were regarded to be FT-like was slightly higher than CoVs for those regarded to be *FT-unlike*, i.e., 0.46 as compared to 0.39. Though not conclusive, there is a

[22] Following trends in the data, coefficients of variance between 0.00 and 0.29 were considered *low*, coefficients between 0.30 and 0.44 *mid-low*, coefficients between 0.45 and 0.59 *moderate*, coefficients between 0.60 and 0.74 *mid-high*; and coefficients between 0.75 to 1.00 *high*. This applies to all coefficients of variance in this study.

possibility that respondents were in stronger agreement in terms of which LUBs tended toward FT-likeness than in terms of which LUBs tended away from it.

Excluding the mean of means calculations, Table 8 (further below) is in its structure identical to Table 7, but it renders results in an alternative color-coding system that corresponds with the 12 categories of LUBs. This system was first introduced in Table 6 in Methods. Figure 3 (below) briefly recalls the 12 categories together with a preview of the color-coding used in Table 8. The far-right column of Figure 3 indicates how many items (LUBs) fell under a given category. This same color-coding system by LUB categories will be used in subsequent tables and charts.

Figure 3: Overview of the 12 hypothesized categories that the 29 language-use behaviors fell into

Category Designation	**FT-Like Version of Each LUB Category (Scores of 0-49)**	***FT-Unlike* Version of Each LUB Category (Scores of 51-100)**	**Number of LUBs Associated**
(Non-) Use of Linguistic Simplification	**Presence of Linguistic Simplification**	Absence of Linguistic Simplification	2
Pacing & Pausing	**Pacing & Pausing that Do Not Reflect Conventions of Casual Conversation**	Pacing & Pausing that Reflect Conventions of Casual Conversation	3
Phonetic Realization	**Phonetic Realizations that Do Not Reflect Conventions of Casual Conversation**	Phonetic Realizations that Reflect Conventions of Casual Conversation	3
(Non-) Use of Body Language & Facial Expressions	**Exaggerated Body Language & Facial Expressions**	Non-Exaggerated Body Language & Facial Expressions	4
(Non-) Use of Supra-regional Language	**Supra-Regional Language Use**	Regional Language Use	2
(Non-) Use of Distorted/Standardized Language	**Use Of Distorted Language**	Use Of Standardized Language	1
Conversational Organization	**Conversational Organization that Places a Low Conversational Burden on The Interlocutor**	Conversational Organization that Places a High Conversational Burden on The Interlocutor	2
(Non-) Use of Specific Speech Acts	**Avoidance of Specific Speech Acts**	Non-Avoidance of Specific Speech Acts	3
(Non-) Use of Non-Literal Language	**Avoidance of Non-Literal Language**	Non-Avoidance of Non-Literal Language	3
(Non-) Use of Potentially Transgressive Language	**Avoidance of Potentially Transgressive Language**	Non-Avoidance of Potentially Transgressive Language	3
(Non-) Use of Culturally-Connoted References	**Avoidance of Culturally-Connoted References**	Non-Avoidance of Culturally-Connoted References	2
(Non-) Use of the Target Language	**Language Abandonment**	Language Maintenance	1

Table 8: Learners' imaginations of the relative FT-un/likeness of each of 29 LUBs directed at them by their German native-speaker peers in the initial weeks of their sojourn (Timepoint 1) by category designation

Rank of Mean	Language-Use Behaviors That Tend Away from *Foreigner Talk*	Mean	SD	CoV
1	*Not avoiding humor*	69.55	25.05	0.36
2	*Not avoiding taboo language or swearing*	65.00	29.66	0.46
3	*Not avoiding references to German-specific cultural events or practices*	64.09	31.21	0.49
4	*Deliberately using standardized rather than distorted grammar*	63.64	23.88	0.38
5	*Not avoiding references to German-specific 'common knowledge'*	63.45	26.58	0.42
6	*Blurring sounds together freely*	61.82	23.59	0.38
7	*Not emphasizing individual syllables*	61.36	22.26	0.36
8	*Not avoiding asking questions*	59.55	22.30	0.37
9	*Making short rather than long pauses between words and phrases*	59.27	19.87	0.34
10	*Not avoiding making direct requests*	54.55	21.27	0.39
11	*Speaking fast*	54.09	17.86	0.33
12	*Using **grammar** that complies with **regional** conventions*	53.36	25.13	0.47
13	*Speaking at a low volume*	53.18	21.60	0.41
14	*Making their utterances long*	50.45	16.65	0.33
Rank of Mean	**Language-Use Behaviors That Tend Toward *Foreigner Talk***	**Mean**	**SD**	**CoV**
15	Making frequent pauses between words or phrases	49.55	22.07	0.45
16	Avoiding making indirect requests	49.09	16.25	0.33
17	Using **vocabulary** that complies with **national** conventions	48.45	20.30	0.42
18a	Using simple **vocabulary**	47.27	11.04	0.23
18b	Avoiding sarcastic language	47.27	32.04	0.68
20	Switching into English right after the conversation began	46.82	27.32	0.58
21	Avoiding figurative speech	46.36	22.37	0.48
22	Making pronounced facial expressions	46.09	14.94	0.32
23	Avoiding exaggerations, half-truths, or untruths	44.55	27.15	0.61
24	Using simple **grammar**	44.27	21.00	0.47
25a	Making frequent facial expressions	43.18	16.01	0.37
25b	Avoiding word play	43.18	27.77	0.64
27	Making frequent gestures	43.00	22.49	0.52
28	Making pronounced gestures	40.91	16.25	0.40
29	Taking long turns speaking	35.91	15.62	0.44

As shown in Table 8, at the beginning of respondents' sojourn, the LUBs with the seven highest averages, i.e., those that respondents imagined would tend the furthest away from FT in conversations with their native-speaker peers, fell into four different categories: *non-avoidance of potentially transgressive language, non-avoidance of culturally-connoted references, the use of standardized rather than distorted language, and phonetic realizations*[23] *that reflect conventions of casual conversations*.

What is more, of these four categories, for three, i.e., *non-avoidance of culturally-connoted references* (3 LUBs), the *use of standardized rather than distorted language* (1 LUB), and *phonetic realizations that reflect conventions of casual conversations* (3 LUBs), all LUBs associated with the category were imagined to be *FT-unlike*.

Conversely, respondents imagined all LUBs in four respective categories to be FT-like, i.e., *language abandonment* (1 LUB), *non-exaggerated body language & facial expressions* (4 LUBs), *avoidance of non-literal language* (3 LUBs), *and presence of linguistic simplification* (2 LUBs).

In five categories, their respective LUBs were split between *FT-unlikeness* and FT-likeness: *(non-)use of transgressive language* (*2 FT-unlike*/1 FT-like), *pacing & pausing* (*2 FT-unlike*/1 FT-like), *conversational organization* (*1 FT-unlike*/1 FT-like), *(non-)use of specific speech acts* (*2 FT-unlike*/1 FT-like), and the *(non-)use of supra-regional language* (*1 FT-unlike*/1 FT-like).

With regard to LUBs within the category that pertained to the *use of potentially transgressive language*, respondents seemed to differentiate between them, i.e., NS peers were

[23] Two of the three LUBs under this category, i.e., blurring sounds together freely [Rank 6] and not emphasizing individual syllables [Rank 7], ranked at least five positions lower than the other LUB in this category, i.e., 'speaking at a low volume' [Rank 13].

reported to use *exaggerations, half-truths, and untruths* in conversation with the respondents, but not use other types of potentially transgressive language. Specifically, in their first few weeks, sojourners believed that their NS peers were *not avoiding humor* (mean, 69.55) and *not avoiding taboo language or swearing* (mean, 65.00) but they also thought that their NS peers were, in fact, *avoiding exaggerations, half-truths, or untruths* (mean, 44.55). The latter belief may reflect respondents' belief in the maxims of conversational cooperation, as postulated by Grice (1975), i.e., specifically, that conversational speech is truthful.

With regard to *pacing & pausing*, respondents seemed to distinguish between the relative length (mean, 59.27) and the relative frequency of pauses (mean, 49.55), with the overall speed, i.e., *speaking fast* (mean, 54.09) – which includes phonetic phenomena beyond pausing – falling in the middle. Overall, none of the three LUBs under this category stray far from the middle (50).

With regard to *conversational organization*, respondents seemed to distinguish between NS peers *making long utterances* (hypothesized as a feature of *FT-unlikeness*; mean, 50.95) and NS peers *taking long turns* (hypothesized as a feature of FT-likeness; mean: 35.31 and ranked last, or the most FT-like). While the former indicates that respondents imagine NSs rely on their (the respondents') ability to process long utterances (though just above the neutral line of 50), the latter signals that respondents imagine their NSs peers to carry a disproportionate share of the conversational work.

With regard to *use of specific speech acts*, respondents seemed to differentiate between NS peers producing direct (overt) and indirect (implicit) speech acts. Whereas respondents seemed confident that NSs would tend toward *asking direct questions* (mean, 59.55) and *making direct requests* (mean, 54.55), respondents also believed (though not pronouncedly so) that NSs

would *avoid making indirect requests* (mean, 49.09). Preliminarily, it seems that during their initial weeks, sojourners tend to expect their NS peers to replicate some features of teacher talk (TT), i.e., to take long turns and to ask direct questions.

With regard to the *use of supra-regional (FT-likeness) versus regional (FT-unlikeness) language*, participants seemed to distinguish between the two corresponding LUBs, i.e., between grammar and vocabulary. With regard to the former, respondents believed that their NS peers would tend somewhat toward *FT-unlikeness* (mean, 53.36) and with regard to the latter, slightly toward FT-likeness (mean, 49.09), i.e., they imagined their NS peers to slightly tend toward supra-regional vocabulary. It seems that sojourners imagined NSs to 'control' various linguistic aspects of their L1, a topic that will require further discussion (see Subchapter 5.4.1). As a reminder, when it came to simplification, respondents imagined that NSs would simplify both grammar (mean, 44.27) and vocabulary (mean, 47.27), even as they believed this more strongly with regard to the former.

To summarize results shown and discussed above, Table 9 indicates which of LUBs under each of the 12 categories was perceived to be FT-like and which *FT-unlike* at Timepoint 1. The left column of Table 9 shows LUBs rendered in their FT-like form; the right column displays LUBs phrased in their FT-like form. One form (FT-like or *FT-unlike*) of a given LUBs is shown in standard text, indicating that its mean scores tended in this specific direction (FT-likeness or *FT-unlikeness*) or rendered in strikethrough text that its mean score did not tend in this specific direction. However, Table 9 does not visualize quantitative differences among LUBs, i.e., how far the respective mean score of a LUB deviated from the neutral midpoint (50).

The ordering of the categories follows these principles: (1) Categories with all associated LUBs tending toward FT-likeness; (2) Categories with all associated LUBs tending toward *FT-*

unlikeness; (3) Categories that were split between FT-likeness and *FT-unlikeness*.

Table 9: Overview of LUBs by category that were perceived to be FT-like or FT-unlike at Timepoint 1

CATEGORIES WITH ALL ASSOCIATED LANGUAGE-USE BEHAVIORS THAT TEND TOWARD FT-LIKENESS	
FT-likeness (scores of 0-49)	***FT-unlikeness* (scores of 51-100)**
Exaggerated Body Language & Facial Expressions	***Non-Exaggerated Body Language & Facial Expressions***
Making pronounced facial expressions	~~*Making subtle facial expressions*~~
Making frequent facial expressions	~~*Making infrequent facial expressions*~~
Making pronounced gestures	~~*Making subtle gestures*~~
Making frequent gestures	~~*Making infrequent gestures*~~
Avoidance of Non-Literal Language	***Non-Avoidance of Non-Literal Language***
Avoiding figurative speech	~~*Not avoiding figurative speech*~~
Avoiding word play	~~*Not avoiding word play*~~
Avoiding sarcastic language	~~*Not avoiding sarcastic language*~~
Presence of Linguistic Simplification	***Absence of Linguistic Simplification***
Using simple **grammar**	~~*Using complex* ***grammar***~~
Using simple **vocabulary**	~~*Using complex* ***vocabulary***~~
Language Abandonment	***Language Maintenance***
Switching into English right after the conversation began	~~*Using only German for the entire conversation*~~
CATEGORIES WITH ALL ASSOCIATED LANGUAGE-USE BEHAVIORS THAT TEND TOWARD *FT-UNLIKENESS*	
FT-likeness (scores of 0-49)	***FT-unlikeness* (scores of 51-100)**
Phonetic Realizations That Do Not Reflect Conventions of Casual Conversation	***Phonetic Realizations That Reflect Conventions of Casual Conversation***
~~Enunciating individual sounds~~	*Blurring sounds together freely*
~~Emphasizing individual syllables to the extreme~~	*Not emphasizing individual syllables*
~~Speaking at an extremely high volume~~	*Speaking at an extremely low volume*
Avoidance of Culturally-Connoted References	***Non-Avoidance of Culturally-Connoted References***
~~Avoiding references to German-specific 'common knowledge'~~	*Not avoiding references to German-specific 'common knowledge'*
~~Avoiding references to German-specific cultural events or practices~~	*Not avoiding references to German-specific cultural events or practices*
Use of Distorted Language	***Use of Standardized Language***
~~Deliberately using only modified (distorted) grammar~~	*Deliberately using only standardized grammar*
CATEGORIES WITH ASSOCIATED LANGUAGE-USE BEHAVIORS THAT WERE SPLIT BETWEEN FT-LIKENESS AND *FT-UNLIKENESS*	
FT-likeness (scores of 0-49)	***FT-unlikeness* (scores of 51-100)**

Pacing & Pausing that Do Not Reflect Conventions of Casual Conversation	***Pacing & Pausing that Reflect Conventions of Casual Conversation***
~~Speaking slowly~~	*Speaking fast*
~~Making long pauses between words & phrases~~	*Making short pauses between words & phrases*
Making frequent pauses between words & phrases	~~*Making infrequent pauses between words & phrases*~~
Avoidance of Specific Speech Acts	***Non-Avoidance of Specific Speech Acts***
~~Avoiding asking questions~~	*Not avoiding asking me questions*
~~Avoiding making direct requests~~	*Not avoiding making direct requests of them*
Avoiding making indirect requests	~~*Not avoiding making indirect requests of them*~~
Avoidance of Potentially Transgressive Language	***Non-Avoidance of Potentially Transgressive Language***
Avoiding exaggerations, half-truths, or untruths	~~*Not avoiding exaggerations, half-truths, or untruths*~~
~~Avoiding taboo language or swearing~~	*Not avoiding taboo language or swearing*
~~Totally avoiding humor~~	*Not avoiding humor*
Use of Supra-Regional Language	***Use of Regional Language***
Using only vocabulary that complies with national conventions	~~*Using only vocabulary that complies with regional conventions*~~
~~Using only grammar that complies with national conventions~~	*Using only grammar that complies with regional conventions*
Conversational Organization that Places a Low Conversational Burden on The Interlocutor	***Conversational Organization that Places a High Conversational Burden on The Interlocutor***
~~Making their utterances short (in length)~~	*Making their utterances long*
Taking long turns speaking	~~*Taking short turns speaking*~~

The four categories that emerged in Table 9 in which all associated LUBs tended toward FT-likeness, i.e., *exaggerated body language & facial expressions, avoidance of non-literal language,* and *presence of linguistic simplification,* and *language abandonment,* were consistent with descriptions of teacher talk (TT), i.e., sojourners may have imagined that interactions with their NS peers resemble classroom experiences. What is more, all but one of these categories (i.e., *avoidance of non-literal language*) have a high degree of obviousness.

The three categories that emerged in which all associated LUBs tended toward *FT-unlikeness*, i.e. *phonetic realizations to reflect conventions of casual conversation, non-avoidance of culturally-connoted references,* and *use of standardized rather than distorted language,* revealed that sojourners expected their NS peers to facilitate their engagement with

'authentic' German language and culture. This may reflect respondents' belief in two further maxims of conversational cooperation (Grice, 1975), i.e., specifically, that conversational speech is informative and relevant. Additionally, two of these categories, i.e., *phonetic realizations to reflect conventions of casual conversation* and *use of standardized rather than distorted language*, included FT-like realizations that could give insult, i.e., *emphasizing individual syllables to the extreme*. Participants imagined that their NS peers would tend away from these FT-like realizations, which may indicate that they believe their NS peer engage in facework.

The categories that emerged in which associated LUBs were split between FT-likeness and *FT-unlikeness*, i.e., *pacing and pausing, (non-)use of specific speech acts, (non-)use of potentially transgressive language, (non-)use of supra-regional language,* and *conversational organization*, contained LUBs with a low degree of obviousness and that have been difficult for respondents to consistently notice. The social and linguistic perceptiveness of respondents warrants further discussion (see Subchapter 5.4.5).

RQ1.2 How did sojourning U.S. American intermediate college learners of German report that their German native-speaker peers would typically talk to them with regard to each of 29 language-use behaviors (LUBs) at the end of their first semester at a university in Germany?

The organization and structure of Table 10 (presented on the next page) is identical to Table 7 in RQ1.1. Table 10 (below) shows results for Timepoint 2, specifically, the 29 LUBs ordered according to their calculated mean scores (highest to lowest). As a reminder, the mean scores reflect how FT-like or *FT-unlike* respondents on average imagined a specific LUB to typically be when their German native-speaker peers talked to them. Non-FT-like LUBs (mean scores exceeding 50) were colored pink and FT-like LUBs (mean scores below 50) were colored

gray. Shades of these colors were applied to each LUB (row) and corresponded with 10-point ranges and based on actual results. Table 10 yielded four shades of pink and two shades of gray.

Table 10: Learners' perceptions of the relative FT-un/likeness of each of 29 LUBs directed at them by German native-speaker peers at the end of their first semester at a university in Germany (Timepoint 2) by mean value

Means: *= 90-80.1; = 80-70.1; = 70-60.1; = 60-50.1; = 50-40.1; = 40-30.1*

Rank of Mean	Language-Use Behaviors That Tend Away from *Foreigner Talk*	Mean	SD	CoV
1	*Not avoiding humor*	82.27	22.29	0.27
2	*Not avoiding taboo language or swearing*	74.09	19.47	0.26
3	*Not avoiding asking questions*	69.55	18.64	0.27
4	*Blurring sounds together freely*	65.00	20.25	0.31
5	*Not avoiding exaggerations, half-truths, or untruths*	64.55	21.73	0.34
6	*Making short rather than long pauses between words and phrases*	64.09	17.58	0.27
7a	*Not avoiding making direct requests*	63.64	20.75	0.33
7b	*Not avoiding references to German-specific cultural events or practices*	63.64	28.82	0.45
9	*Deliberately using standardized rather than distorted grammar*	61.36	19.51	0.32
10a	*Not emphasizing individual syllables*	60.91	17.44	0.29
10b	*Not avoiding sarcastic language*	60.91	27.82	0.46
12	*Making infrequent pauses between words and phrases*	60.00	17.46	0.29
13a	*Speaking fast*	58.64	16.29	0.28
13b	*Not avoiding references to German-specific 'common knowledge'*	58.64	22.70	0.39
15	*Not avoiding figurative speech*	56.82	22.72	0.40
16	*Using German during the entire conversation*	55.91	29.82	0.53
17	*Using complex **grammar***	54.55	16.35	0.30
18a	*Using complex **vocabulary***	54.09	13.75	0.25
18b	*Not avoiding word play*	54.09	24.98	0.46
20	*Using **grammar** that complies with **regional** conventions*	53.64	19.76	0.37
21	*Using **vocabulary** that complies with **regional** conventions*	52.73	24.63	0.47
22a	*Making their utterances long*	50.91	13.75	0.27
22b	*Not avoiding making indirect requests*	50.91	22.45	0.44
MEAN OF MEANS, *FT-UNLIKENESS*		**60.48**	**20.82**	**0.35**
Rank of Mean	**Language-Use Behaviors That Tend Toward *Foreigner Talk***	**Mean**	**SD**	**CoV**
24	Speaking at a high volume	49.09	14.63	0.30
25	Making pronounced facial expressions	48.64	16.14	0.33
26	Making pronounced gestures	45.91	17.72	0.39
27	Making frequent facial expressions	44.55	16.80	0.38
28	Making frequent gestures	44.09	19.98	0.45
29	Taking long turns speaking	39.55	15.24	0.39
MEAN OF MEANS, FT-LIKENESS		**45.31**	**16.75**	**0.37**
MEAN OF ALL MEANS		**57.34**	**19.98**	**0.35**

At Timepoint 2, calculated means associated with the perceived FT-likeness of all 29 LUBs that respondents imagined their German native-speaker peers to typically direct at them ranged from 39.55 to 82.27 (5 points wider than the range at Timepoint 1), i.e., respondents still did not make use of the full range of the 0-100 scale on average, nor did they perceive any of the 29 LUBs to be extreme forms of either FT-like or *FT-unlike* speech. Although the mean of all means (57.04) only slightly tended toward *FT-unlikeness* (over 50), the division into LUBs that were regarded as FT-like and *FT-unlike* came out to an uneven split in favor of *FT-unlikeness* (i.e., 23 tended toward *FT-unlikeness* and 6 tended toward perceived FT-likeness). The mean for the behaviors with the largest distance from the middle (50) with the mean in the direction of *FT-unlikeness* (*not avoiding humor*, 82.27) was 10 points larger than the mean of the behavior with the largest distance from the middle in the direction of FT-likeness (*taking long turns speaking*, 39.55). Furthermore, the mean of means in the direction of *FT-unlikeness* at this timepoint (60.48) was close to 10 points away from the middle (50), whereas the mean of means in the direction of FT-likeness (45.31) was only about 5 points away from the middle (i.e., perceptions tend toward *FT-unlikeness*)[24]. In terms of variation of the FT-like and *FT-unlike* behaviors, the average coefficients of variance (CoV) in the table were calculated to be between 0.04 (*FT-unlike*) and 0.09 points less (FT-like).

Table 11 in its structure is identical to Table 8 in RQ1.1. Again, the color-coding conventions on the next page adhere to the 12 categories introduced in Methods and applied in Table 8 in RQ1.1. Figure 3 (see RQ1.1, Timepoint 1) can be used for quick reference.

[24] The mean of means in both directions were close in value at both timepoints.

Table 11: Learners' perceptions of the relative FT-un/likeness of each of 29 LUBs directed at them by German native-speaker peers at the end of their first semester at a university in Germany (Timepoint 2) by category designation

Rank of Mean	Language-Use Behaviors That Tend Away from *Foreigner Talk*	Mean	SD	CoV
1	*Not avoiding humor*	82.27	22.29	0.27
2	*Not avoiding taboo language or swearing*	74.09	19.47	0.26
3	*Not avoiding asking questions*	69.55	18.64	0.27
4	*Blurring sounds together freely*	65.00	20.25	0.31
5	*Not avoiding exaggerations, half-truths, or untruths*	64.55	21.73	0.34
6	*Making short rather than long pauses between words and phrases*	64.09	17.58	0.27
7a	*Not avoiding making direct requests*	63.64	20.75	0.33
7b	*Not avoiding references to German-specific cultural events or practices*	63.64	28.82	0.45
9	*Deliberately using standardized rather than distorted grammar*	61.36	19.51	0.32
10a	*Not emphasizing individual syllables*	60.91	17.44	0.29
10b	*Not avoiding sarcastic language*	60.91	27.82	0.46
12	*Making infrequent pauses between words and phrases*	60.00	17.46	0.29
13a	*Speaking fast*	58.64	16.29	0.28
13b	*Not avoiding references to German-specific 'common knowledge'*	58.64	22.70	0.39
15	*Not avoiding figurative speech*	56.82	22.72	0.40
16	*Using German during the entire conversation*	55.91	29.82	0.53
17	*Using complex **grammar***	54.55	16.35	0.30
18a	*Using complex **vocabulary***	54.09	13.75	0.25
18b	*Not avoiding word play*	54.09	24.98	0.46
20	*Using **grammar** that complies with regional conventions*	53.64	19.76	0.37
21	*Using **vocabulary** that complies with regional conventions*	52.73	24.63	0.47
22a	*Making their utterances long*	50.91	13.75	0.27
22b	*Not avoiding making indirect requests*	50.91	22.45	0.44
Rank of Mean	**Language-Use Behaviors That Tend Toward *Foreigner Talk***	**Mean**	**SD**	**CoV**
24	Speaking at a high volume	49.09	14.63	0.30
25	Making pronounced facial expressions	48.64	16.14	0.33
26	Making pronounced gestures	45.91	17.72	0.39
27	Making frequent facial expressions	44.55	16.80	0.38
28	Making frequent gestures	44.09	19.98	0.45
29	Taking long turns speaking	39.55	15.24	0.39

At the end of sojourners' first semester at a university in Germany, they reported that all LUBs under nine of the 12 overarching categories tended to be *FT-unlike* when directed at them by their NS peers, i.e., *non-avoidance of potentially transgressive language, non-avoidance of specific speech acts, non-avoidance of culturally-connoted references, non-avoidance of non-literal language, the use of standardized rather than distorted language, regional rather than supra-regional language use, language maintenance, presence of linguistic simplification, and phonetic realizations that reflect conventions of casual conversations*. Thus, all LUBs in two categories, i.e., *use of supra-regional language use and linguistic simplification*, came together in rank at Timepoint 2.

The categories that participants reported to be FT-like included almost exclusively *body language and facial expressions.* Apart from the LUBs in this category, only two additional LUBs in two separate (split) categories were reported to tend toward FT: *speaking at a high volume* (mean, 49.09) and *taking long turns speaking* (mean, 39.55).

LUBs associated with *conversational organization* remained in the same relative positions in Table 11 as they did in Table 7 – slightly above the *FT-unlike* line, i.e., *making their utterances long* (mean, 50.91) and the most FT-like feature, i.e., *taking long turns speaking* (mean, 39.55). This perception maintains that respondents perceive their NSs peers carry a disproportionate share of the conversational work.

With regard to the *phonetic realization*, respondents seemed to perceive a lower level of intentionally-stressed phonetic realization than other forms of phonetic realization, i.e., *blurring sounds together freely* (mean, 65.00) and *not emphasizing individual syllables* (mean, 60.91) were rated as quite *FT-unlike* whereas *speaking at a high volume* (mean, 49.09) was among the slightly FT-like LUBs.

The organization and structure of Table 12 (presented below) is identical to Table 9 in RQ1.1 and serves the same purpose.

Table 12: Overview of LUBs by category that were perceived to be FT-like or FT-unlike at Timepoint 2

CATEGORIES WITH ALL ASSOCIATED LANGUAGE-USE BEHAVIORS THAT TEND TOWARD FT-LIKENESS	
FT-likeness (0-49)	***FT-unlikeness* (51-100)**
Exaggerated Body Language & Facial Expressions	***Non-Exaggerated Body Language & Facial Expressions***
Making pronounced facial expressions	~~*Making subtle facial expressions*~~
Making frequent facial expressions	~~*Making infrequent facial expressions*~~
Making pronounced gestures	~~*Making subtle gestures*~~
Making frequent gestures	~~*Making infrequent gestures*~~
CATEGORIES WITH ALL ASSOCIATED LANGUAGE-USE BEHAVIORS THAT TEND TOWARD *FT-UNLIKENESS*	
FT-likeness (0-49)	***FT-unlikeness* (51-100)**
Pacing & Pausing that Do Not Reflect Conventions of Casual Conversation	***Pacing & Pausing that Reflect Conventions of Casual Conversation***
~~Speaking slowly~~	*Speaking fast*
~~Making long pauses between words & phrases~~	*Making short pauses between words & phrases*
~~Making frequent pauses between words & phrases~~	*Making infrequent pauses between words & phrases*
Avoidance of Specific Speech Acts	***Non-Avoidance of Specific Speech Acts***
~~Avoiding asking questions~~	*Not avoiding asking me questions*
~~Avoiding making direct requests~~	*Not avoiding making direct requests of them*
~~Avoiding making indirect requests~~	*Not avoiding making indirect requests of them*
Avoidance of Non-Literal Language	***Non-Avoidance of Non-Literal Language***
~~Avoiding figurative speech~~	*Not avoiding figurative speech*
~~Avoiding word play~~	*Not avoiding word play*
~~Avoiding sarcastic language~~	*Not avoiding sarcastic language*
Avoidance of Potentially Transgressive Language	***Non-Avoidance of Potentially Transgressive Language***
~~Avoiding exaggerations, half-truths, or untruths~~	*Not avoiding exaggerations, half-truths, or untruths*
~~Avoiding taboo language or swearing~~	*Not avoiding taboo language or swearing*
~~Totally avoiding humor~~	*Not avoiding humor*
Presence of Linguistic Simplification	***Absence of Linguistic Simplification***
~~Using simple **grammar**~~	*Using complex **grammar***
~~Using simple **vocabulary**~~	*Using complex **vocabulary***
Use of Supra-Regional Language	***Use of Regional Language***
~~Using only vocabulary that complies with~~	*Using only vocabulary that complies with*

~~national conventions~~	*regional conventions*
~~Using only grammar that complies with national conventions~~	*Using only grammar that complies with regional conventions*
Avoidance of Culturally-Connoted References	***Non-Avoidance of Culturally-Connoted References***
~~Avoiding references to German-specific 'common knowledge'~~	*Not avoiding references to German-specific 'common knowledge'*
~~Avoiding references to German-specific cultural events or practices~~	*Not avoiding references to German-specific cultural events or practices*
Use of Distorted Language	***Use of Standardized Language***
~~Deliberately using only modified (distorted) grammar~~	*Deliberately using only standardized grammar*
Language Abandonment	***Language Maintenance***
~~Switching into English right after the conversation began~~	*Using only German for the entire conversation*
CATEGORIES WITH ASSOCIATED LANGUAGE-USE BEHAVIORS THAT WERE SPLIT BETWEEN FT-LIKENESS AND *FT-UNLIKENESS*	
FT-likeness (0-49)	***FT-unlikeness* (51-100)**
Phonetic Realizations that Do Not Reflect Conventions of Casual Conversation	***Phonetic Realizations that Reflect Conventions of Casual Conversation***
~~Enunciating individual sounds~~	*Blurring sounds together freely*
~~Emphasizing individual syllables to the extreme~~	*Not emphasizing individual syllables*
Speaking at an extremely high volume	~~*Speaking at an extremely low volume*~~
Conversational Organization that Places a Low Conversational Burden on the Interlocutor	***Conversational Organization that Places a High Conversational Burden on the Interlocutor***
~~Making their utterances short (in length)~~	*Making their utterances long*
Taking long turns speaking	~~*Taking short turns speaking*~~

The only category that emerged in Table 12 in which all associated LUBs tended toward FT-likeness at the end of sojourners' first semester at a German university, i.e., *exaggerated body language & facial expressions*, included only non-verbal features. These features are consistent with some descriptions of foreigner talk as postulated by Ferguson (1975).

The nine categories that emerged in which all associated LUBs tended toward *FT-unlikeness*, i.e., *pacing & pausing that reflect conventions of casual conversation, non-avoidance of specific speech acts, non-avoidance of non-literal language, non-avoidance of potentially transgressive language, absence of linguistic simplification, use of regional language, non-avoidance of culturally-connoted references, use of standardized language rather than distorted*

language, and language maintenance, indicated that respondent perceptions diverge from Grice's maxims of conversational cooperation at the end of their first semester at a university in Germany that, i.e., sojourners no longer perceived communication to be informative, truthful, relevant and/or clear.

Two categories that emerged in which associated LUBs were split between FT-likeness and *FT-unlikeness*, i.e., *phonetic realizations* and *conversational organization*. Although initial imaginings of individual LUBs with regard to FT-un/likeness varied, all LUBs associated with these categories were perceived to be more *FT-unlike* at Timepoint 2 than they were perceived to be at Timepoint 1.

RQ1.3 How did the imaginings that sojourning U.S. American college learners of German reported during the initial weeks at a university in Germany (RQ1.1) compare to their perceptions at the end of their first semester (RQ1.2)?

Table 13 presents results to answer RQ1.3. In it, all LUBs are phrased in terms of their extreme form of hypothesized FT. The rows in Table 13 are clustered into four segments that represent different types of change between sojourners' imaginings in their initial weeks at a university in Germany (Timepoint 1) and their perceptions at the end of their first semester (Timepoint 2). LUBs that were perceived to be *FT-unlike* at Timepoint 1 and FT-like at Timepoint 2 (shaded in dark pink; one LUB); (2) LUBs that continued to be perceived as more FT-like at Timepoint 2 (shaded in light pink; five LUBs); (3) LUBs that continued to be perceived as more *FT-unlike* at Timepoint 2 (shaded in light gray; 13 LUBs); and (4) LUBs that were perceived to be FT-like at Timepoint 1 and *FT-unlike* at Timepoint 2 (shaded in dark gray; ten LUBs). The changes between the mean of means (taking all LUBs together) at Timepoint 1

and the mean of means at Timepoint 2 is shown in the bottom-most row.

Table 13 is divided into four columns. The far-left column indicates the respective rank (considering all 29 LUBs) of the size (absolute value) of change in mean[25] for each LUB, with the rank order constituting the organizing principle within each of the four segments of rows; the second-from-left column lists the specific LUB; the third column displays the difference between means at Timepoint 1 and Timepoint 2. A negative difference in the mean signals a decrease in the perception of FT-likeness, i.e., the evaluation moves closer to 100, of a given LUB from the initial weeks to the end of the first semester, while a positive difference in mean indicates an increase. The fourth column indicates p-values derived from two-tailed t-tests. P-values were considered significant at the alpha level of $p<.05$.

[25] In the following tables, the Greek letter, delta (Δ), was used to mean 'change in', i.e., 'Δ Mean' indicates the change in mean. This convention will be used throughout Results.

Table 13: Changes in learners' perceptions of the relative FT-likeness of each of 29 LUBs directed at them by German native-speaker peers between the initial weeks (Timepoint 1) and end of the first semester of their sojourn (Timepoint 2) by mean value

Rank of the Size of Δ Mean	**Language-Use Behaviors That Were Perceived to be *FT-Unlike* at Timepoint 1 and FT-Like at Timepoint 2**	**Δ Mean**	**p-values**
2	Speaking at a high volume	+4.1	0.600
Rank of the Size of Δ Mean	**Language-Use Behaviors That Were Perceived to be FT-Like at Timepoint 1 and Timepoint 2**	**Δ Mean**	**p-values**
8	Making infrequent gestures	-1.09	0.916
9	Making infrequent facial expressions	-1.36	0.747
11	Making subtle facial expressions	-2.55	0.599
13	Taking long turns speaking	-3.64	0.464
17	Making subtle gestures	-5.00	0.529
Rank of the Size of Δ Mean	**Language-Use Behaviors That Were Perceived to be *FT-Unlike* at Timepoint 1 and Timepoint 2**	**Δ Mean**	**p-values**
1	Not avoiding references to German-specific 'common knowledge'	+4.82	0.495
3	Deliberately using standardized rather than distorted grammar	+2.28	0.708
4a	Not avoiding references to German-specific cultural events or practices	+0.46	0.954
4b	Not emphasizing individual syllables	+0.46	0.955
6	Using only **grammar** that complies with regional conventions	-0.27	0.977
7	Making their utterances long	-0.46	0.941
12	Blurring individual sounds together freely	-3.18	0.727
15	Speaking fast	-4.54	0.492
16	Making short rather than long pauses between words and phrases	-4.82	0.505
19a	Not avoiding making direct requests	-9.09	0.348
19b	Not avoiding taboo language or swearing	-9.09	0.436
22	Not avoiding asking questions	-10.00	0.130
27	Not avoiding humor	-12.73	0.173
Rank of the Size of Δ Mean	**Language-Use Behaviors That Were Perceived to be FT-Like at Timepoint 1 and *FT-Unlike* at Timepoint 2**	**Δ Mean**	**p-values**
10	Not avoiding making indirect requests	-1.82	0.820
14	Using only **vocabulary** that complies with regional conventions	-4.27	0.618
18	Using complex **vocabulary**	-6.82	0.160
19c	Switching into English right after the conversation began	-9.09	0.431
23	Using complex **grammar**	-10.27	0.189
24a	Making infrequent pauses between words and phrases	-10.46	0.236
24b	Not avoiding figurative speech	-10.46	0.232
26	Not avoiding word play	-10.91	0.198
28	Not avoiding sarcastic language	-13.64	0.312
29	Not avoiding exaggerations, half-truths, or untruths	-20.00	0.076(*)
MEAN OF ALL CHANGES IN MEAN		-5.29	0.52

Overall, the differences of mean scores between Timepoint 1 and Timepoint 2 spanned a range of approximately 25 points (from +4.82 to -20) and resulted in a negative mean of all means (-5.29), i.e., when all LUBs were taken together, respondents perceived the speech directed at them by their NS peers to be less FT-like at the end of their first semester than during the initial weeks of their sojourn. Similarly, in its absolute value, the increase for the LUB with the largest increase in means with regard to its perceived FT-likeness, i.e., *avoiding references to German-specific 'common knowledge'* (+4.82) was much smaller than the absolute value of the decrease in means for the LUB with the largest decrease in its perceived FT-likeness, i.e., *avoiding exaggerations, half-truths, untruths* (Δ mean, -20.00). Incidentally, the latter LUB was also the only one whose change in means was associated with a p-value that was at least marginally significant (.076).

In terms of the four different types of change, the eight LUBs that showed more than 10 points of difference in mean over time were all associated with a decreased perception of FT-likeness (negative in direction). Six of these LUBs were perceived to be FT-like at Timepoint 1 and *FT-unlike* at Timepoint 2: *non-avoidance of exaggerations, half-truths, or untruths* (Δ mean, -20); *non-avoidance of sarcasm* (Δ mean, -13.64); *non-avoidance of wordplay* (Δ mean, -10.91); *making infrequent pauses between words and phrases* (Δ mean, -10.46), *non-avoidance of figurative language* (Δ mean, -10.46); *use of complex grammar* (Δ mean, -10.27). The other two of these LUBs were considered *FT-unlike* from the start but were thought to be even more strongly *FT-unlike* at Timepoint 2: *non-avoidance of humor* (Δ mean, -12.73) and *non-avoidance of asking questions* (Δ mean, -10).

Table 14 (below) in its structure is identical to Table 13, but it renders results an alternative color-coding system that corresponds with the 12 categories of LUBs that were

originally presented in Table 6 (Methods) and previously used in Tables 8 and 11. For a review of the color-coding system, please consult Figure 3 (earlier in this chapter).

Table 14: Changes in learners' perceptions of the relative FT-likeness of each of 29 LUBs directed at them by German native-speaker peers between the initial weeks (Timepoint 1) and end of the first semester of their sojourn (Timepoint 2) by category designation

Rank of the Size of Δ Mean	**Language-Use Behaviors That Were Perceived to be *FT-Unlike* at Timepoint 1 and FT-Like at Timepoint 2**	**Δ Mean**	**p-values**
2	Speaking at a high volume	+4.1	0.600
Rank of the Size of Δ Mean	**Language-Use Behaviors That Were Perceived to be FT-Like at Timepoint 1 and Timepoint 2**	**Δ Mean**	**p-values**
8	Making infrequent gestures	-1.09	0.916
9	Making infrequent facial expressions	-1.36	0.747
11	Making subtle facial expressions	-2.55	0.599
13	Taking long turns speaking	-3.64	0.464
17	Making subtle gestures	-5.00	0.529
Rank of the Size of Δ Mean	**Language-Use Behaviors That Were Perceived as *FT-Unlike* at Timepoint 1 and Timepoint 2**	**Δ Mean**	**p-values**
1	Not avoiding references to German-specific 'common knowledge'	+4.82	0.495
3	Deliberately using standardized rather than distorted grammar	+2.28	0.708
4a	Not avoiding references to German-specific cultural events or practices	+0.46	0.954
4b	Not emphasizing individual syllables	+0.46	0.955
6	Using only **grammar** that complies with regional conventions	-0.27	0.977
7	Making their utterances long	-0.46	0.941
12	Blurring individual sounds together freely	-3.18	0.727
15	Speaking fast	-4.54	0.492
16	Making short rather than long pauses between words and phrases	-4.82	0.505
19a	Not avoiding making direct requests	-9.09	0.348
19b	Not avoiding taboo language or swearing	-9.09	0.436
22	Not avoiding asking questions	-10.00	0.130
27	Not avoiding humor	-12.73	0.173
Rank of the Size of Δ Mean	**Language-Use Behaviors That Were Perceived to be FT-Like at Timepoint 1 and *FT-Unlike* at Timepoint 2**	**Δ Mean**	**p-values**
10	Not avoiding making indirect requests	-1.82	0.820
14	Using only **vocabulary** that complies with regional conventions	-4.27	0.618
18	Using complex **vocabulary**	-6.82	0.160
19c	Switching into English right after the conversation began	-9.09	0.431
23	Using complex **grammar**	-10.27	0.189
24a	Making infrequent pauses between words and phrases	-10.46	0.236
24b	Not avoiding figurative speech	-10.46	0.232
26	Not avoiding word play	-10.91	0.198
28	Not avoiding sarcastic language	-13.64	0.312
29	Not avoiding exaggerations, half-truths, or untruths	-20.00	0.076(*)
MEAN OF ALL CHANGES IN MEAN		-5.29	0.52

A look at the patterns that emerged in Table 14 reveals that LUBs associated with the same category (each identified by a unique color) tended to cluster together under a given type of (non-)change. That is, in six of the 12 categories, their respective LUBs uniformly followed the same direction of change (toward or away from FT-likeness). Specifically, LUBs that continued to be perceived as FT-like fell into one category, namely *exaggerated body language & facial expressions;* LUBs that continued to be perceived as *FT-unlike* were associated with the categories *of non-avoidance of culturally-connoted references* and *use of distorted language*; and LUBs that were perceived to be FT-like at Timepoint 1 and *FT-unlike* at Timepoint 2 belonged to the categories *language abandonment/maintenance, (non-)use of linguistic simplification, and (non-)avoidance of non-literal language.*

LUBs belonging to six other categories were respectively split across two types of change, i.e., those related to *phonetic realizations*, (*non-)use of supra-regional language, conversational organization, pacing & pausing, (non-)use of specific speech acts,* and *(non-)use of potentially transgressive speech*. Of these six split categories, only one category, *phonetic realizations*, had any of its respective LUBs be assessed as FT-like at Timepoint 2. Specifically, whereas all three LUBs in this category had been considered *FT-unlike* at Timepoint 1, *speaking at a high volume* was assessed as FT-like at Timepoint 2 while the other two LUBs associated with this category (*not emphasizing individual syllables* and *blurring sounds together freely)* remained *FT-unlike*. However, *not emphasizing individual syllables* was assessed as slightly more FT-like at Timepoint 2 than it was at Timepoint 1. How and why the sensitivity on part of sojourners to the FT-likeness of phonetic realizations by their NS peers was broadened over time will require further discussion (see Subchapter 5.4.5).

To varying degrees, all other split categories showed a tendency to be perceived as more

FT-unlike between sojourners' initial weeks in Germany and the end of their first semester at a university in Germany. Specifically, one of the two LUBs in *(non-)use of supra-regional language* (i.e., *using **vocabulary** that complies with national conventions)*, one of the three LUBs in *pacing & pausing* (i.e., *making frequent pauses between words and phrases), non-use of specific speech acts* (i.e., *avoiding making indirect requests),* and *(non-)use of potentially transgressive speech* (i.e., *avoiding exaggerations, half-truths, or untruths)* had been considered FT-like at Timepoint 1. At Timepoint 2, all of these singular LUBs joined the rest of the LUBs in each of the four respective categories in their assessment of *FT-unlikeness*. However, the category related to *conversational organization* was still split at both Timepoint 1 and Timepoint 2. This split view of the FT-likeness with regard to conversational organization will also require further discussion. However, although *taking long turns speaking* was assessed as FT-like and *making their utterances long* was assessed as *FT-unlike* at each timepoint, each LUB was assessed as less FT-like at Timepoint 2 than at Timepoint 1.

Research Theme 2: How Sojourning U.S. American Intermediate College Learners of German Imagined (Timepoint 1) and Perceived (Timepoint 2) 29 Extreme Forms of Hypothesized *Foreigner Talk* Directed at Them by Their German Native-Speaker Peers in Terms of Their Relative Degree of (A) Distraction/Helpfulness; (B) Discouragement/Encouragement; (C) Signaling of Social Exclusion/Inclusion; (D) Signaling of Condescension/Accommodation; and (E) Conveyance of a Low/High Opinion of an L2 User's Proficiency in German

Research Theme (RT) 2 examined how participants evaluated each of the 29 language-use behaviors (LUBs) when they were presented in their most extreme form of hypothesized

foreigner talk (FT), i.e., phrased in wording that was previously used to represent the most FT-like version of LUBs on the left of the scale that yielded data for RT1. Participants rated at two different time points (during the initial weeks at a university in Germany; and at the end of the first semester of their sojourn) these 29 LUBs, articulated in terms of their most FT-like version, along five dimensions, i.e., the relative degree to which each FT-like LUB (a) was distracting or helpful; (b) provided discouragement or encouragement; (c) signaled social exclusion or inclusion; (d) conveyed condescension or accommodation; and (e) indicated a low or high opinion of an L2 user's proficiency in German.

Results for all three RQs under RT2 derived from analyses of scores that participants assigned to each FT-like LUB on a bipolar scale from 0 to 100 to show to what degree respondents' associations were negative (scores of 0-49), e.g., signaling social exclusion, or positive (scores of 51-100), e.g., signaling social inclusion. Respondents rated each FT-like LUB five times, once for each of the five dimensions. Respondents were not told that the descriptions of LUBs as presented to them were intended to represent the most extreme form of *foreigner talk* (FT)[26].

Results will be presented to answer a total of six overarching research questions. RQ2.1 (Timepoint 1) and RQ2.2 (Timepoint 2) will capture findings that pertain to all 29 FT-like LUBs taken together, whereas RQ2.3 will compare results between the two timepoints. RQ2.4 (Timepoint 1) and RQ2.5 (Timepoint 2) will examine which specific FT-like LUBs were evaluated in an especially positive and which in an especially negative light along the five dimensions. RQ2.6, like RQ 2.3, will compare pertinent results for RQ2.4 and RQ 2.5 between the two timepoints. For coherence, RQs 2.4, 2.5, and 2.6 are divided into two sub-questions, with

[26] For reasons of clarity and precision, language-use behaviors (LUBs) phrased as extreme forms of *foreigner talk* (FT) will henceforth be referred to as 'FT-like LUBs'.

the first examining the four most negatively-evaluated FT-like LUBs (e.g., RQ2.4.1) and the second examining the four most positively-evaluated FT-like LUBs (e.g., RQ2.4.2).

RQ2.1 During their initial weeks at a university in Germany, how did sojourning U.S. American intermediate college learners of German imagine that they would perceive 29 extreme forms of hypothesized *foreigner talk* directed at them by their German native-speaker peers in terms of their relative degree of (a) distraction/helpfulness, (b) discouragement/encouragement; (c) signaling of social exclusion/inclusion; (d) signaling of condescension/accommodation; and (e) conveyance of a low/high opinion of an L2 user's proficiency in German?

Table 15 (below) shows results for each of the five dimensions in terms of the mean minimum score along each dimension, i.e., the calculated average of respondents' most negative evaluation; the mean maximum score along each dimension, i.e., the calculated average of respondents' most positive evaluation; the range of means, i.e., the difference between the mean minimum score and mean maximum score; the mean of all means; as well as the standard deviation together with the coefficient of variance. In the row related to the mean of means, orange shading was applied when the value was under 50, (tended toward a negative evaluation), and green shading was applied when the value was over 50 (tended toward a positive evaluation). A darker shade of each color was applied to a mean of means that tended further away from the midpoint, i.e., 50. Specifically, given the composition of results, a mean of means with a value between 30.1-40 was shaded a light orange; 40.1-50 a very light orange; and 50.1-60 a very light green. It is also important to reiterate that at Timepoint 1, participants' responses

were taken to represent imaginings rather than perceptions because at that time, they had very limited actual experiences with native-speaker peers.

Table 15: Mean minimum score, mean maximum score, range, mean of means, standard deviation, and coefficient of variance of sojourners' imaginings of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peers along each of the five dimensions in their initial weeks at a university in Germany (Timepoint 1)

	Distraction / Helpfulness	Discouragement / Encouragement	Signaling of…		Conveyance of a Low / High Opinion of an L2 User's Proficiency in German
			Social Exclusion / Inclusion	Condescension / Accommodation	
Mean Minimum Score	33.18	15.00	17.27	25.45	14.55
Mean Maximum Score	73.18	63.18	66.27	68.64	52.27
Range	40.00	48.18	49.00	43.19	37.72
Mean of Means	52.93	43.23	46.87	46.97	35.22
SD	19.41	17.73	18.15	17.95	12.63
CoV	0.39	0.45	0.43	0.41	0.41

The mean of means of respondents' imaginings of 29 extreme forms of FT in their initial weeks at a university in Germany revealed whether each of the five dimensions were overall rated negatively or positively. Accordingly, when all 29 FT-like LUBs were considered together, the following sequence reflected the perceptions of respondents from highest to lowest: helpfulness (52.93) > condescension (46.97) > signaling of exclusion (46.87) > signaling of discouragement (43.23) > conveyance of a low opinion of L2 German proficiency (35.22). The relative degree of distraction/helpfulness was the only dimension that was evaluated positively, i.e., had a mean of means over 50. Thus, it seems that during their initial weeks, sojourners'

imaginings attributed some cognitive advantages to FT-like LUBs. As a group, respondents also agreed most strongly on this dimension, i.e., it showed the smallest coefficient of variance. By contrast, sojourners' imaginings along all other dimensions (i.e., signaling of dis/encouragement, signaling of social ex/inclusion and condescension/accommodation, and conveyance of a low/high opinion of an L2 user's proficiency in German) were evaluated negatively (mean of means under 50). These remaining four dimensions all contained social messages. In sum, whereas respondents saw some cognitive benefits in FT-like speech when directed at them by their native-speaker peers but at the same time, respondents' imaginings attributed FT-like LUBs to carry negative social connotations, especially in terms of conveying a low opinion of the sojourners' L2 proficiency.

Table 16 (below) provides another look at the same data. Its top half shows how many and what percentage of the 29 FT-like LUBs held negative connotations in each of the five dimensions at Timepoint 1. The bottom half of Table 16 shows the opposite, i.e., how many and what percentage of the 29 FT-like LUBs sojourners evaluated positively at Timepoint 1. Table 16 also contains two colors (orange and green). When in a given dimension more FT-like LUBs were perceived positively than negatively (numbers were lower in the top than the bottom half), green color was applied. When the opposite was true, an orange color was used. Shading was applied along increments of ten, with a darker shade corresponding to a higher percentage. Specifically, the range of 50.1-60% was shaded a very light orange/green; 60.1-70% a light orange/green; 70.1-80% a medium orange/green; 80.1-90% a dark orange/green; and 90.1-100% a very dark orange/green that was accompanied with white text. Dimensions with no distinct pattern of positive or negative evaluations dominating were shaded light gray.

Table 16: Number and percentage of FT-like LUBs that sojourners evaluated positively and negatively in their initial weeks at a university in Germany (Timepoint 1)

	Distraction	Discouragement	Signaling of …		Conveyance of a Low Opinion of an L2 User's Proficiency in German
			Social Exclusion	Condescension	
Number of FT-like LUBs	10	23	14	17	26
Percentage of FT-like LUBs	**34.48%**	**79.31%**	**48.28%**	**58.62%**	**89.66%**
	Helpfulness	**Encouragement**	**Signaling of …**		**Conveyance of a High Opinion of an L2 User's Proficiency in German**
			Social Inclusion	**Accommodation**	
Number of FT-like LUBs	19	6	15	12	3
Percentage of FT-like LUBs	**65.52%**	**20.69%**	**51.72%**	**41.38%**	**10.34%**

Table 16 echoes the pattern that was revealed in the preceding table, i.e., respondents' imaginings attributed that FT-like LUBs would bestow both a slight cognitive advantage and a number of social disadvantages. Table 16, however, provides additional insights into respondents' imaginations by outlining the scope of FT-like LUBs that feed into them. Most prominently, Table 16 indicates that the imaginings of negative social messaging with regard to the conveyance of a low opinion of sojourners' L2 proficiency, is not only strong (Table 15; mean of means, 35.22) but also concerns a broad scope of FT-like LUBs (89.66%). Similarly, the extent of negative imaginings, with regard to discouragement and condescension reported in Table 15, resounds in the scope of implicated FT-like LUBs reported in Table 16. However, though attributions of social exclusion played a role (see Table 15), less than half (48.28%) of all presented FT-like LUBs were involved as per Table 16). Finally, the rather modest cognitive benefits (helpfulness) that respondents attributed to FT-like LUBs (mean of means, 52.93)

corresponded nevertheless with almost two thirds (65.52%) of them being considered at least somewhat helpful.

RQ2.2 At the end of their first semester at a university in Germany, how did sojourning U.S. American intermediate college learners of German imagine that they would perceive 29 extreme forms of hypothesized *foreigner talk* directed at them by their German native-speaker peers in terms of the relative degree of (a) distraction/helpfulness, (b) discouragement/encouragement; (c) signaling of social exclusion/inclusion; (d) signaling of condescension/accommodation; and (e) conveyance of a low/high opinion of an L2 user's proficiency in German?

Table 17 shows results for RQ 2.2; its structure is identical to that of Table 15.

Table 17: Mean minimum score, mean maximum score, range, mean of means, standard deviation, and coefficient of variance of 11 sojourners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peers along each of five dimensions at the end of their first semester at a university in Germany (Timepoint 2)

	Distraction / Helpfulness	Discouragement / Encouragement	Signaling of…		Conveyance of a Low / High Opinion of an L2 User's Proficiency in German
			Social Exclusion / Inclusion	Condescension / Accommodation	
Mean Minimum Score	32.50	25.36	23.21	25.18	13.57
Mean Maximum Score	71.43	62.50	60.54	68.57	48.04
Range	38.93	37.14	37.33	43.39	34.47
Mean of Means	49.97	43.85	45.57	47.10	35.66
SD	14.17	15.17	14.42	16.23	12.24
CoV	0.30	0.36	0.32	0.37	0.39

At Timepoint 2, respondents evaluated all five dimensions negatively. However, their evaluation of the dimension of distraction/helpfulness was still the most positive. This was also the dimension along which respondents agree the most strongly amongst themselves, i.e., it showed the smallest coefficient of variance. As at Timepoint 1, the most negative evaluation was attached to the belief that FT-like LUBs on the whole convey a negative opinion of respondents' L2 German proficiency.

Table 18 (below) is identical in format to Table 16 and provides information on the scope of FT-like LUBs that were involved in negative or positive evaluations at Timepoint 2.

Table 18: Number and percentage of FT-like LUBs that sojourners evaluated positively and negatively at the end of their first semester at a university in Germany (Timepoint 2)

	Distraction	**Discouragement**	**Signaling of …**		**Conveyance of a Low Opinion of an L2 User's Proficiency in German**
			Social Exclusion	**Condescension**	
Number of FT-like LUBs	13	20	17	19	29
Percentage of FT-like LUBs	**44.83%**	**68.97%**	**58.62%**	**65.52%**	**100%**
	Helpfulness	**Encouragement**	**Signaling of …**		**Conveyance of a High Opinion of an L2 User's Proficiency in German**
			Social Inclusion	**Accommodation**	
Number of FT-like LUBs	16	9	12	10	0
Percentage of FT-like LUBs	**55.17%**	**31.03%**	**41.38%**	**34.48%**	**0%**

Comparing the strength of negative or positive evaluations (Table 17) with their scope (Table 18) reveals that at Timepoint 2: (1) Although by comparison to Timepoint 1, the overall

perception of FT-LUBs had changed to the negative on the dimension related to distraction/helpfulness, still more than half (55.17%) of presented FT-LUBs were rated as more helpful than distracting; (2) the strongly negative perception of FT-like LUBs in terms of them conveying a low opinion of respondents' German proficiency (mean of means, 35.66) spanned every single FT-like LUB that respondents scored; (3) the notions of FT-like LUBs signaling social exclusion and condescension, respectively, showed somewhat divergent results in terms of strength (as expressed in means of means) and scope (as measured in the number and percentage of FT-like LUBs implicated). Perceptions of social exclusion possessed greater strength than perceptions of condescension (mean of means, 45.57 vs. 47.10), but they spanned a larger proportion of FT-like LUBs (58.62% vs. 65.52%).

RQ2.3 How did the evaluations of 29 extreme forms of hypothesized *foreigner talk* as reported by sojourning U.S. American college learners of German during the initial weeks at a university in Germany (RQ2.1) compare to their evaluations reported at the end of their first semester (RQ2.2)?

Table 19 largely replicates the structure of Tables 15 and 17 but, in content, reports differentials, i.e., differences in values between Timepoint 1 (Table 15) and Timepoint 2 (Table 17). Positive values indicate an increase, and negative values indicate a decrease from Timepoint 1 to Timepoint 2. Values in the row related to the mean of means were colored according to the direction of the change (green signaling an increase; orange signaling a decrease) and the colors, in turn, were shaded to reflect the extent of the respective change in increments of 10. Given the specific results, only one shade of each color was used, i.e., changes between +0.1 and +10

points were shaded very light green and changes between -0.1 and -10 points were shaded very light orange.

Table 19: Change in mean minimum score, mean maximum score, range, mean of all means (means), standard deviation, and coefficient of variance of 11 sojourners' imaginings and perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peers along each of five dimensions from Timepoint 1 to Timepoint 2

	Distraction / Helpfulness	Discouragement / Encouragement	Signaling of…		Conveyance of a Low / High Opinion of an L2 User's Proficiency in German
			Social Exclusion / Inclusion	Condescension / Accommodation	
Δ Mean Minimum Score	+0.68	-10.36	-5.94	+0.27	-0.98
Δ Mean Maximum Score	+1.75	+0.68	+5.73	+0.07	-4.23
Range (expressed in absolute value)	1.07	11.04	11.67	0.20	3.25
Δ Mean of Means	-2.96	+0.62	-1.29	+0.12	+0.44
Δ SD	-5.24	-2.56	-3.73	-1.73	-0.38
Δ CoV	-0.09	-0.08	-0.10	-0.05	-0.02

At Timepoint 2, all FT-like LUBs were either rated more negatively (a decrease in mean of means) altogether or more positively (an increase in mean of means) by a very small margin (less than one point).

On average, agreement among respondents strengthened somewhat across all dimensions, i.e., all coefficients of variance were lower at Timepoint 2 than they were at Timepoint 1. Nevertheless, ranges between minimum and maximum means increased (by over 11 points) for the two dimensions of dis/encouragement and social ex/inclusion. That indicates that although perceptions of the group grew somewhat more alike from Timepoint 1 to Timepoint 2 (see the

small decrease in CoVs), by Timepoint 2 extreme perceptions (referencing mean minimum and maximum scores) between specific individuals diverged more strongly alongside these two dimensions than they had done at Timepoint 1.

Table 20 shows changes in the scope of implicated FT-like LUBs between Timepoints 1 and 2. It is structured identically to Tables 16 and 18 and, like 19 (above), in content shows values that reflect respective changes. Coloring and shading conventions adhere to those familiar from Tables 16 and 18.

Table 20: Change in the number and percentage of FT-like LUBs that sojourners evaluated positively and negatively from Timepoint 1 to Timepoint 2

	Distraction	**Discouragement**	**Signaling of …**		**Conveyance of a Low Opinion of an L2 User's Proficiency in German**
			Social Exclusion	**Condescension**	
Number of FT-like LUBs	+3	-3	+3	+2	+3
Percentage of FT-like LUBs	**+10.35%**	**-10.35%**	**+10.35%**	**+6.90%**	**+10.35%**
	Helpfulness	**Encouragement**	**Signaling of …**		**Conveyance of a High Opinion of an L2 User's Proficiency in German**
			Social Inclusion	**Accommodation**	
Number of FT-like LUBs	-3	+3	-3	-2	-3
Percentage of FT-like LUBs	**-10.35%**	**+10.35%**	**-10.35%**	**-6.90%**	**-10.35%**

Comparing the degree of change of evaluations (Table 19) with their scope (Table 20) reveals three trends in directionality from Timepoint 1 to Timepoint 2: (1) the dimension related to dis/encouragement was rated more positively in both strength (change in mean of means, +0.62) and scope (proportion of FT-like LUBs implicated, +10.35%); (2) the dimensions related

to distraction/helpfulness and signaling social ex/inclusion were rated more negatively in both strength (respective Δ mean of means, -2.96 vs. -1.29) and scope (-10.35% of FT-like LUBs under both dimensions); (3) the dimensions related to signaling condescension/accommodation and conveyance of a low/high opinion of an L2 user's proficiency in German show a positive change in strength but a negative change in scope. Of these dimensions, perceptions of conveyance of a low opinion of an L2 user's proficiency in German showed a greater positive change in terms of change in mean of means (+0.44 vs. +0.12), but perceptions of condescension showed a greater negative change in terms of proportion of implicated FT-like LUBs (-10.35% vs. -6.90%).

RQ2.4.1 During their initial weeks at a university in Germany, which specific FT-like LUBs directed at them by their German native-speaker peers did sojourning U.S. American intermediate college learners of German imagine to be (a) particularly distracting, (b) particularly discouraging; (c) particularly signaling of social exclusion; (d) particularly signaling of condescension; and (e) conveying a particularly low opinion of their proficiency in German?

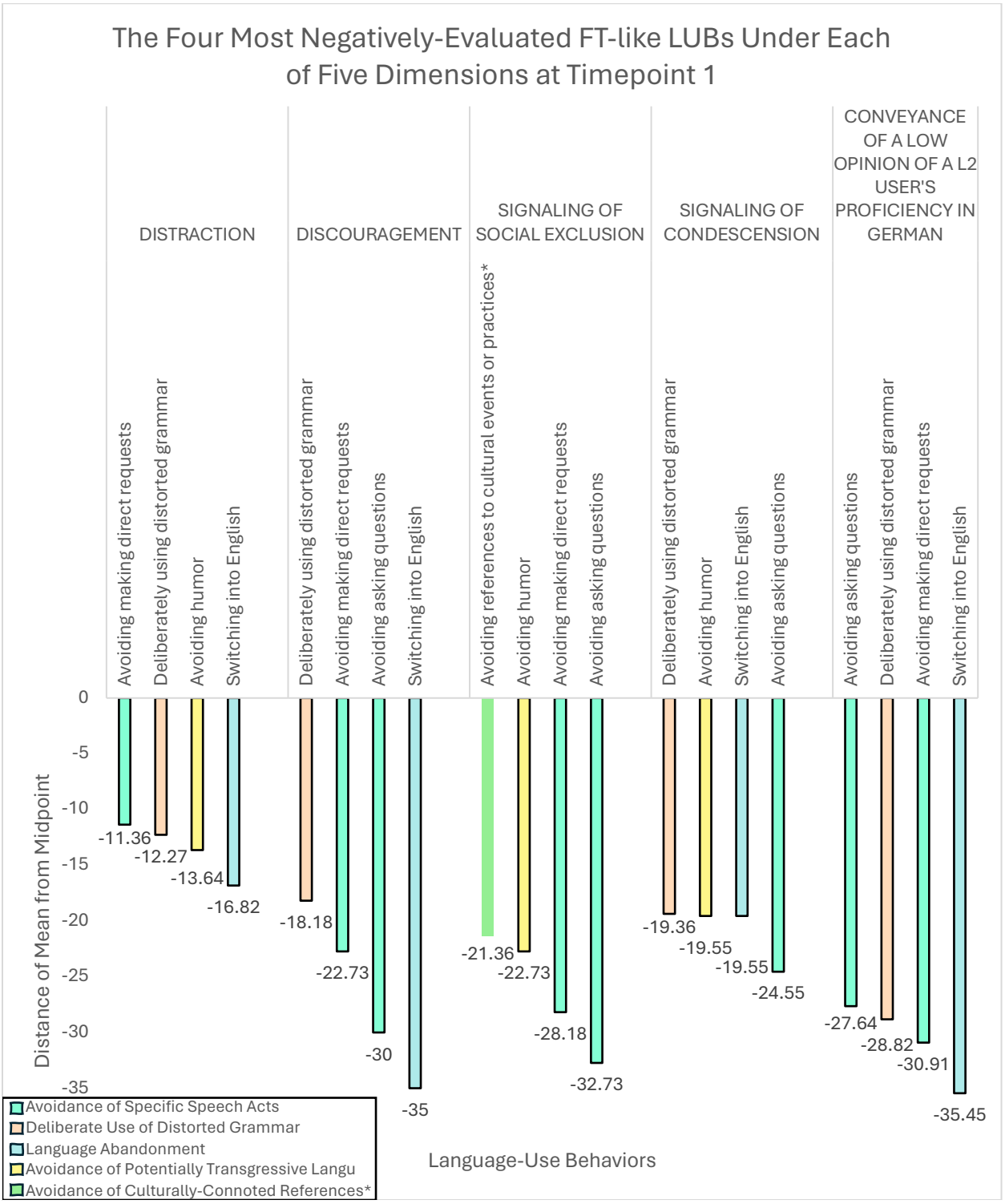
Upon inspection of natural breaks that best accounted for data across all five dimensions at both timepoints for later comparative purposes (RQ2.6.1 and RQ2.6.2), I decided to focus analyses on the respective bottom (most-negatively perceived) and top (most-positively perceived) FT-like LUBs as reported by sojourning U.S. American intermediate college learners of German[27].

Figure 4 visualizes the mean (taking responses from all respondents) distance from the

[27] A detailed account of the evaluations of all LUBs under each of the five dimensions can be found in Appendix C.

midpoint (i.e., 50) of each of the four most negatively-evaluated FT-like LUBs along each of five dimensions, i.e., in terms of distraction, discouragement, signaling of social exclusion, signaling of condescension, and conveyance of a low opinion of an L2 user's proficiency in German during sojourners' initial weeks at a university in Germany (Timepoint 1). The bars are shaded according to the color-coding system that corresponds with the 12 categories of LUBs that were originally presented in Table 6 (Methods) and previously used in RT1. For a review of the color-coding system, please consult Figure 3 (earlier in this chapter). When an FT-like LUB emerged in multiple dimensions, a solid black border was applied to the bars to visually differentiate these FT-like LUBs from those that only emerged once.

Figure 4: The four most negatively-evaluated FT-like LUBs under each of the five dimensions in the initial weeks at a university in Germany (Timepoint 1)



* denotes “German-specific” cultural events or practices. This was abbreviated for reasons of spacing.

Figure 4 shows that a total of six different FT-like LUBs emerged among the four most negatively evaluated across five dimensions, i.e., *switching into English, avoiding asking questions, avoiding making direct requests, avoiding humor, deliberately using distorted grammar*, and *avoiding references to German-specific cultural events and practices*. That is, there is a high degree of recurrence of the same negatively-evaluated FT-like LUBs across the five dimensions.

In turn, they belonged to five different LUB categories, namely *avoidance of specific speech acts, use of distorted rather than standardized language, language abandonment, avoidance of potentially transgressive language,* and *avoidance of culturally connoted references*. Notably, the average number of LUBs per category shown in Figure 4 was smaller than the mean number of language-use behaviors per category overall (1.2 vs. 2.42 LUBs per category), which shows that the most negatively-evaluated LUBs are more concentrated (i.e., show a higher degree of clustering) than expected.

With regard to the range of negativity[28], the following sequence reflected respondents' variation in perception: discouragement (16.82) > signaling of social exclusion (11.27) > conveyance of a low opinion of an L2 user's proficiency in German (7.81) > distraction (5.46) > signaling of condescension (5.19). Notably, the two dimensions with the lowest range of negativity, i.e., distraction and signaling of condescension, had the two highest averages of negativity (-13.52, -20.75). That is, participants agreed most under the dimensions that were evaluated most positively on average. By contrast, the dimensions with the highest ranges of negativity, i.e., discouragement and signaling of social exclusion, were rated quite a bit more negatively (respective average negativity, -26.48 and -26.25). However, the most negatively-

[28] The 'range of negativity' refers to the following calculation: **the most negative FT-like LUB less the fourth-most negative FT-like LUB** and will be referenced throughout this chapter.

evaluated dimension, i.e., conveyance of a low opinion of an L2 user's proficiency in German (average negativity, -30.71), only had the second-lowest range of negativity. Furthermore, this dimension yielded the lowest value for any FT-like LUB, *switching into English* (-35.45). This FT-like LUB was also associated with the (single-item) category with the lowest mean negativity at this timepoint, i.e., *language abandonment* (26.71).

Table 21 (below) shows that only six FT-like LUBs together accounted for the four most-negatively evaluated FT-like LUBs under each of the five dimensions at Timepoint 1. A check mark indicates that a given FT-like LUB counted among the four most negatively evaluated FT-like LUBs under a given dimension; the absence of a check mark means that it did not. The far-right column summarizes under how many of the five dimensions a given FT-like LUB appeared among the four most negatively-evaluated LUBs.

Table 21: FT-like LUBs that emerged among the four most negatively-evaluated FT-like LUBs in each of the five dimensions at Timepoint 1

Most Negatively-Evaluated FT-Like Language-Use Behaviors	**Distraction**	**Discouragement**	**Signaling of Social Exclusion**	**Signaling of Condescension**	**Conveyance of a Low Opinion of an L2 User's Proficiency in German**	**Total Number of Times a LUB Appeared Under the Five Dimensions**
Avoiding making direct requests	√	√	√		√	4
Avoiding asking questions		√	√	√	√	4
Switching into English	√	√		√	√	4
Deliberately using distorted grammar	√	√		√	√	4
Avoiding humor	√		√	√		3
Avoiding references to German-specific cultural events or practices			√			1

As shown, the *avoiding making direct requests, avoiding asking questions, switching into English*, and *deliberately using distorted grammar* were perceived as particularly negative in four out of five dimensions; *avoiding humor* in three dimensions; and *avoiding German-specific cultural references* in a single dimension, i.e., the signaling of social exclusion.

The fact that six FT-like LUBs sufficed to account for the four most negatively perceived FT-like LUBs under each of five dimensions, suggests a 'negativity contagion.' That is, negativity perceived in one dimension for a given FT-like LUB likely spreads to similar perceptions of negativity pertaining to the same FT-like LUB in another dimension. Nevertheless, this contagion is not comprehensive, with the five dimensions overlapping and diverging in different constellations. For example, the dimensions of discouragement and conveying a low opinion of an L2 user's German proficiency show identical patterns with regard to which FT-like LUBs are perceived with particular negativity but the three remaining dimensions each show a unique pattern.

To discuss proportional representation of LUB categories associated with the most negatively-evaluated FT-like LUBs, Table 22 (below) shows the FT-like version of each LUB category, the number of LUBs that are associated with each of the twelve category designations, the number of possible and actual occurrences under the 'four most negatively-evaluated FT-like LUBs', and the percentage of occurrence for each category. The table is organized by the percentage of occurrences of each LUB category from highest to lowest. A column was inserted to show where, in comparison to the actual distribution, an evenly-distributed representation of all categories would fall.

Table 22: FT-like versions of the twelve category designations, the total number of LUBs associated with each category, the number of possible and actual occurrences followed by the rate of occurrence under the 'four most negatively-evaluated FT-like LUBs' at Timepoint 1

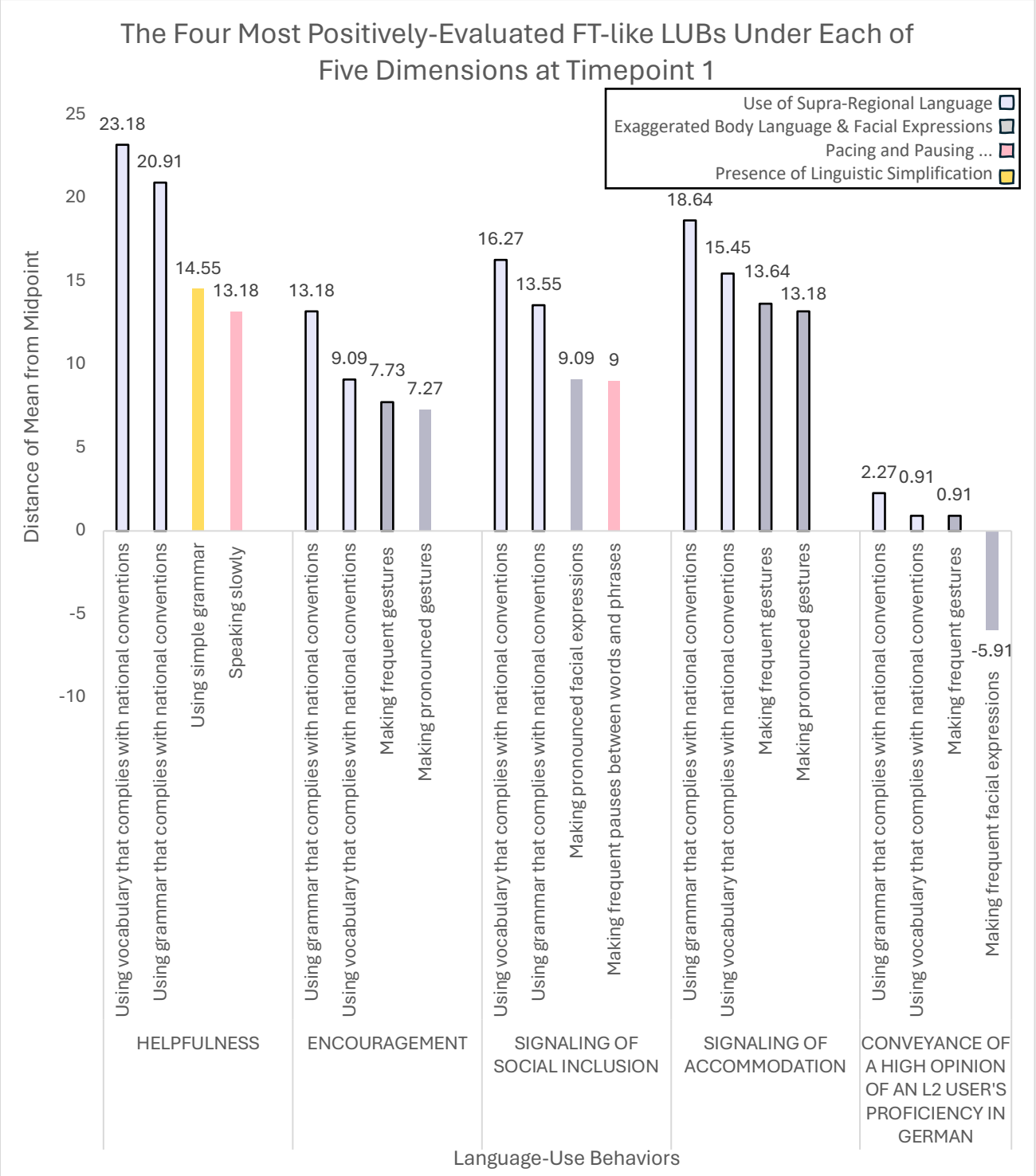
FT-Like Version of Each LUB Category (Scores of 0-49)	Total Number of LUBs Associated with Each Category	Number of Possible Occurrences …	Number of Actual Occurrences …	Rate of Occurrence …
		… Under 'Four Most Negatively-Evaluated FT-Like LUBs'		
Use of Distorted Language	1	5	4	80%
Language Abandonment	1	5	4	80%
Avoidance of Specific Speech Acts	3	15	8	53.33%
Avoidance of Potentially Transgressive Language	3	15	3	20%
EVEN DISTRIBUTION	**2.42**	**12.08**	**1.67**	**13.8%**
Avoidance of Culturally-Connoted References	2	10	1	10%
Presence of Linguistic Simplification	2	10	0	0%
Pacing & Pausing that Do Not Reflect Conventions of Casual Conversation	3	15	0	0%
Phonetic Realizations that Do Not Reflect Conventions of Casual Conversation	3	15	0	0%
Exaggerated Body Language & Facial Expressions	4	20	0	0%
Use of Supra-Regional Language	2	10	0	0%
Conversational Organization that Places a Low Conversational Burden on the Interlocutor	2	10	0	0%
Avoidance of Non-Literal Language	3	15	0	0%
TOTAL	**29**	**145**	**20**	**N/A**

As shown in Table 22, four LUB categories, i.e., *use of distorted language* (80%), *language abandonment* (80%), *avoidance of specific speech acts* (53.33%) and *potentially transgressive language* (20%), are overrepresented because there are prevalent at a higher rate than the average distribution (13.8%). All other LUB categories are underrepresented. Among the underrepresented categories, *avoidance of culturally-connoted language* stands out because it emerged only under a single category, i.e., signaling of social exclusion, while the other seven underrepresented categories did not emerge at all.

RQ2.4.2 During their initial weeks at a university in Germany, which specific FT-like LUBs directed at them by their German native-speaker peers did sojourning U.S. American intermediate college learners of German imagine to be (a) particularly helpful, (b) particularly encouraging; (c) particularly signaling of social inclusion; (d) particularly signaling of accommodation; and (e) conveying a particularly high opinion of their proficiency in German?

Figure 5 presents results for the four most positively-evaluated imaginings of FT-like LUBs. It is identical in format to Figure 4.

Figure 5: The four most positively-evaluated FT-like LUBs under each of the five dimensions in the initial weeks at a university in Germany (Timepoint 1)



Ellipsis denotes an abbreviation of "pacing and pausing that do not reflect the conventions of casual conversation".

Figure 5 shows that nine FT-like LUBs emerged in each of the five dimensions, i.e., *using vocabulary that complies with the national standards, using grammar that complies with the national standards, making frequent gestures, making pronounced gestures, making frequent facial expressions, making pronounced facial expressions, using simple grammar, speaking slowly,* and *making frequent pauses between words and phrases.* It is important to note that there is a relatively high degree of recurrence of the same positively-evaluated FT-like LUBs across the five dimensions, i.e., only nine FT-like LUBs emerged when up to 20 could have.

In turn, the FT-like LUBs that emerged belonged to four different LUB categories (rendered in their FT-like version), namely *use of supra-regional language, exaggerated body language and facial expressions, pacing and pausing that do not reflect the conventions of casual conversation,* and the *presence of linguistic simplification.* Notably, the mean number of LUBs per category shown in Figure 4 is slightly smaller than the mean number of language-use behaviors per category overall (2.25 vs. 2.42 LUBs per category). In other words, the most negatively-evaluated LUBs are clustered slightly more than would have been expected.

In terms of the range of positivity[29], the following sequence reflected the respondents' variation of perceptions: helpfulness (10.00) > conveyance of a high opinion of an L2 user's proficiency in German (8.18) > signaling of social inclusion (7.27) > encouragement (5.91) > signaling of accommodation (5.46). Although the dimensions related to helpfulness and conveyance of a high opinion of an L2 user's proficiency in German showed the largest range in perception, their average positively was quite different, i.e., helpfulness was evaluated most positively (+17.96), and conveyance of a high opinion of an L2 user's proficiency in German was evaluated most negatively (-5.91). In fact, the average positivity for conveyance of a high

[29] Similar to the 'range of negativity', the 'range of positivity' is calculated as follows: **most postive FT-like LUB less the fourth-most positive FT-like LUB** and will be used throughout this chapter.

opinion of an L2 user's proficiency in German is even a negative value. Also, the dimension related to signaling of accommodation was also evaluated almost as positively as helpfulness (average positivity, +15.23), whereas the dimensions related to encouragement and signaling of social inclusion were rated about 6 points lower on average.

The dimension related to helpfulness also housed the FT-like LUB with the highest positive evaluation, i.e., *using vocabulary that complies with national standards* (+23.18). This FT-like LUB was associated with the *use of supra-regional language*, which appeared as the most-positively evaluated category on average (+8.39).

Table 23 is structured identically to Table 21. However, it provides an overview of the specific distribution of the nine most positively-evaluated FT-like LUBs that occurred across the five dimensions at Timepoint 1.

Table 23: FT-like LUBs that emerged among the four most positively-evaluated FT-like LUBs in each of the five dimensions at Timepoint 1

Most Positively-Evaluated FT-Like Language-Use Behaviors	**Helpfulness**	**Encouragement**	**Signaling of Social Inclusion**	**Signaling of Accommodation**	**Conveyance of a High Opinion of an L2 User's Proficiency in**	**Total Number of Times a LUB Appeared Under the Five Dimensions**
Using **vocabulary** that complies with national conventions	√	√	√	√	√	5
Using **grammar** that complies with national conventions	√	√	√	√	√	5
Making frequent gestures		√		√	√	3
Making pronounced gestures		√		√		2
Making frequent facial expressions					√	1
Making pronounced facial expressions			√			1
Using simple **grammar**	√					1
Speaking slowly	√					1
Making frequent pauses between words and phrases			√			1

As shown, *using vocabulary that complies with national conventions* and *using grammar that complies with national conventions* were perceived as particularly positive in all five dimensions; *making frequent gestures* in three dimensions; and *making pronounced gestures* in two dimensions. Also, five FT-like LUBs, i.e., *making frequent facial expressions, making pronounced facial expressions, using simple grammar, speaking slowly,* and *making frequent pauses between words and phrases* were unique to one of three dimensions. The fact that multiple FT-like LUBs occur under only one dimension further supports that these five dimensions are discrete.

Table 24 is identical in format to Table 22 but provides information on the representation of LUB categories among the four most positively-evaluated FT-like LUBs at Timepoint 1.

Table 24: FT-like versions of the twelve category designations, the total number of LUBs associated with each category, and the number of possible and actual occurrences followed by the rate of occurrence under the 'four most positively-evaluated FT-like LUBs' at Timepoint 1

FT-Like Version of Each LUB Category (Scores of 0-49)	**Total Number of LUBs Associated with Each Category**	**Number of Possible Occurrences …**	**Number of Actual Occurrences …**	**Rate of Occurrence …**
		… Under 'Four Most Positively-Evaluated FT-Like LUBs'		
Use of Supra-Regional Language	2	10	10	100%
Exaggerated Body Language & Facial Expressions	4	20	7	35%
EVEN DISTRIBUTION	**2.42**	**12.08**	**1.67**	**13.8%**
Pacing & Pausing that Do Not Reflect Conventions of Casual Conversation	3	15	2	13.33%
Presence of Linguistic Simplification	2	10	1	10%
Phonetic Realizations that Do Not Reflect	3	15	0	0%

Conventions of Casual Conversation				
Use Of Distorted Language	1	5	0	0%
Conversational Organization that Places a Low Conversational Burden on the Interlocutor	2	10	0	0%
Avoidance of Specific Speech Acts	3	15	0	0%
Avoidance of Non-Literal Language	3	15	0	0%
Avoidance of Potentially Transgressive Language	3	15	0	0%
Avoidance of Culturally-Connoted References	2	10	0	0%
Language Abandonment	1	5	0	0%
TOTAL	**29**	**145**	**20**	**N/A**

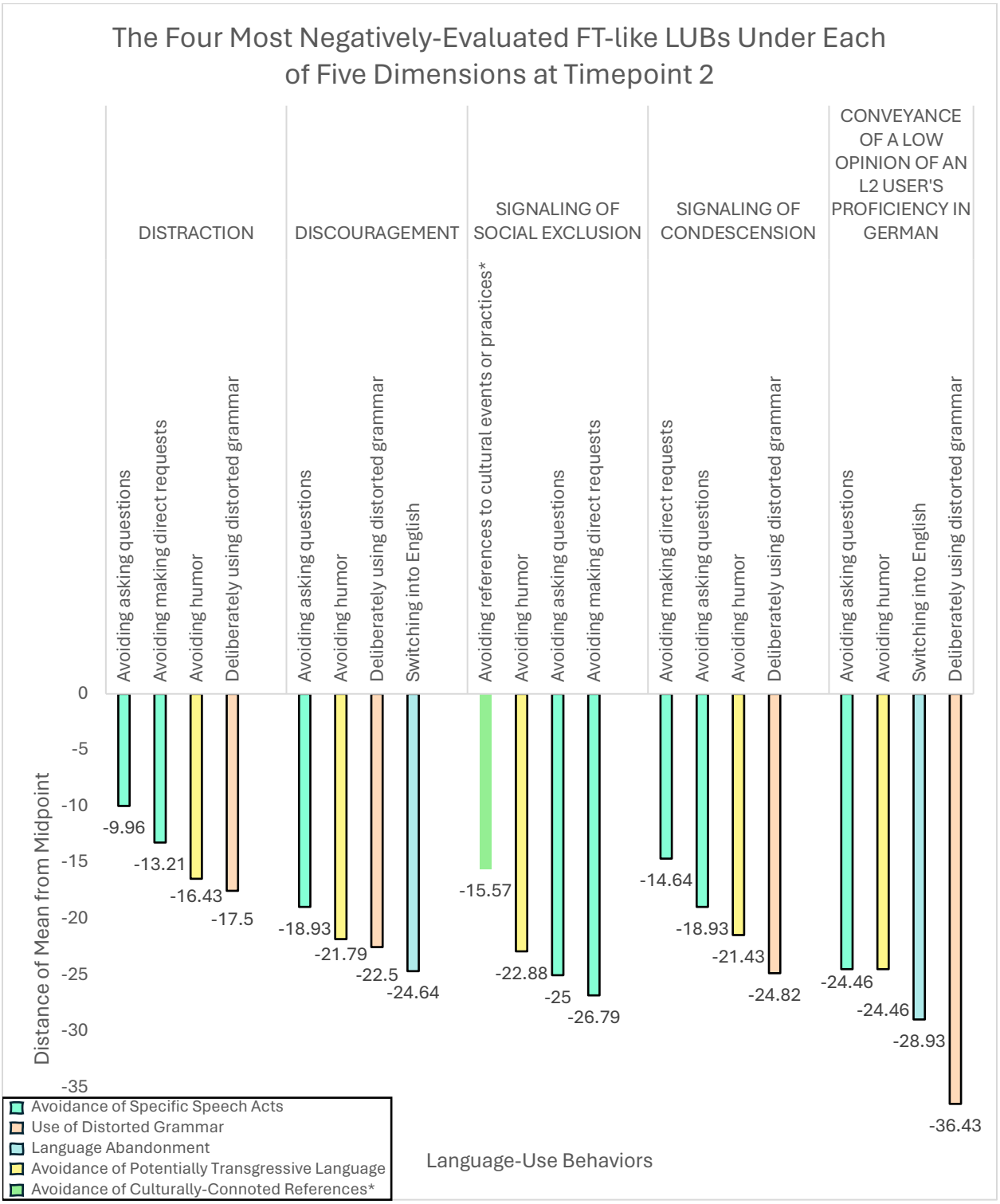
When compared to the even distribution (13.28%), the rate of occurrence of the LUB categories *use of supra-regional language* (100%) and *exaggerated use of body language & facial expressions* (35%) are overrepresented, one noticeably more than the other. The other categories that emerged under the four most positively-evaluated FT-like LUBs at Timepoint 1, i.e., *pacing and pausing that do not reflect the conventions of casual conversation* (13.33%) and the *presence of linguistic simplification* (10%) were, however, slightly underrepresented. None of the other LUB categories emerged at Timepoint 1 under the four most positively-evaluated FT-like LUBs.

RQ2.5.1. At the end of their first semester at a university in Germany, which specific FT-like LUBs directed at them by their German native-speaker peers did sojourning U.S. American intermediate college learners of German imagine to be (a) particularly

distracting, (b) particularly discouraging; (c) particularly signaling of social exclusion; (d) particularly signaling of condescension; and (e) conveying a particularly low opinion of their proficiency in German?

Figure 6 is identical in format to Figure 4 and provides information on the quantification of the four most negatively evaluated FT-like LUBs at Timepoint 2.

Figure 6: The four most negatively-evaluated FT-like LUBs under each of the five at the end of their first semester at a university in Germany (Timepoint 2)



* denotes "German-specific" cultural events or practices. This was abbreviated for reasons of spacing.

Figure 6 shows that a total of six different FT-like LUBs emerged among the four most negatively-evaluated across the five dimensions, i.e., *avoidance of specific speech acts*, *avoidance of potentially transgressive language*, *use of distorted grammar*, *language abandonment*, *switching into English, avoidance of culturally-connoted language*. There is a high degree of recurrence of the same negatively-evaluated FT-like LUBs across the five dimensions, i.e., all but one of the FT-like LUBs (*avoiding references to German-specific cultural events or practices)* recur in more than one dimension.

The FT-like LUBs that emerged are associated with five different LUB categories, i.e., *avoidance of specific speech acts, use of distorted rather than standardized grammar, language abandonment, avoidance of potentially transgressive language,* and *avoidance of culturally connoted references.* As was the case at Timepoint 1, the mean number of LUBs per category shown in Figure 6 was smaller than the mean number of language-use behaviors per category overall (1.2 vs. 2.42 LUBs per category), which shows that the most negatively-evaluated LUBs are more concentrated (i.e., show a higher degree of clustering) than expected.

With regard to the range of negativity, the following sequence reflected the perceptions of respondents: conveyance of a low opinion of an L2 user's proficiency in German (11.97) > signaling of social exclusion (11.22) > signaling of condescension (10.18) > distraction (7.54) > discouragement (5.71). In other words, participants seemed to agree most under the dimension related to discouragement and least under the dimension related to conveyance of a low opinion of an L2 user's proficiency in German despite the fact that the two dimensions had relatively low levels of average negativity (-21.97 and -28.57, respectively).

At the same time, participants agreed the least under the dimension related to conveyance of a low opinion of an L2 user's proficiency in German, which also incurred the FT-like LUB

with the lowest evaluation across all dimensions, *deliberately using distorted grammar* (average negativity, -36.43). By contrast, participants perceived the dimension related to distraction most positively, i.e., it had the lowest average negativity at this timepoint (-14.58).

Table 25 is identical in format to Table 21 and overview of the specific distribution of the six most negatively-evaluated FT-like LUBs that recurred across the five dimensions at Timepoint 2.

Table 25: FT-like LUBs that emerged among the four most negatively-evaluated FT-like LUBs in each of the five dimensions at Timepoint 2

Most Negatively-Evaluated FT-Like Language-Use Behaviors	**Distraction**	**Discouragement**	**Signaling of Social Exclusion**	**Signaling of Condescension**	**Conveyance of a Low Opinion of an L2 User's Proficiency in German**	**Number of times a LUB appeared at Timepoint 2**
Avoiding humor	√	√	√	√	√	5
Avoiding asking questions	√	√	√	√	√	5
Deliberately using distorted grammar	√	√		√	√	4
Avoiding making direct requests	√		√	√		3
Switching into English		√			√	2
Avoiding references to German-specific cultural events or practices			√			1

Table 25 shows that *avoiding humor* and *avoiding asking questions* were perceived as particularly negative in all five dimensions; *deliberately using distorted grammar* in four dimensions; *avoiding making direct requests* in three dimensions; *switching into English* in two dimensions; and *avoiding references to German-specific cultural events or practices* was unique to the dimension, i.e., signaling of social exclusion.

Again, the small number of FT-like LUBs (six) that accounted for the four most

negatively-perceived FT-like LUBs under each of five dimensions indicates a 'negativity contagion' that show, however, overlap and divergence with regard to the five dimensions in different constellations. That is, two sets of dimensions show identical patterns: (1) discouragement and conveying a low opinion of an L2 user's German proficiency*;* and (2) distraction and signaling of condescension. However, the remaining dimension, signaling of social exclusion, shows a unique pattern.

Table 26 is identical in format to Table 22 and provides information on the representation of LUB categories among the four most negatively-evaluated FT-like LUBs at Timepoint 2.

Table 26: FT-like versions of the twelve category designations, the total number of LUBs associated with each category, the number of possible and actual occurrences followed by the rate of occurrence under the 'four most negatively-evaluated FT-like LUBs' at Timepoint 2

FT-Like Version of Each LUB Category (Scores of 0-49)	**Total Number of LUBs Associated with Each Category**	**Number of Possible Occurrences …**	**Number of Actual Occurrences …**	**Rate of Occurrence …**
		… Under 'Four Most Negatively-Evaluated FT-Like LUBs'		
Use of Distorted Language	1	5	4	80%
Avoidance of Specific Speech Acts	3	15	8	53.33%
Language Abandonment	1	5	2	40%
Avoidance of Potentially Transgressive Language	3	15	5	33.33%
EVEN DISTRIBUTION	**2.42**	**12.08**	**1.67**	**13.8%**
Avoidance of Culturally-Connoted References	2	10	1	10%
Presence of Linguistic Simplification	2	10	0	0%
Pacing & Pausing	3	15	0	0%

that Do Not Reflect Conventions of Casual Conversation				
Phonetic Realizations that Do Not Reflect Conventions of Casual Conversation	3	15	0	0%
Exaggerated Body Language & Facial Expressions	4	20	0	0%
Use of Supra-Regional Language	2	10	0	0%
Conversational Organization that Places a Low Conversational Burden on the Interlocutor	2	10	0	0%
Avoidance of Non-Literal Language	3	15	0	0%
TOTAL	**29**	**145**	**20**	**N/A**

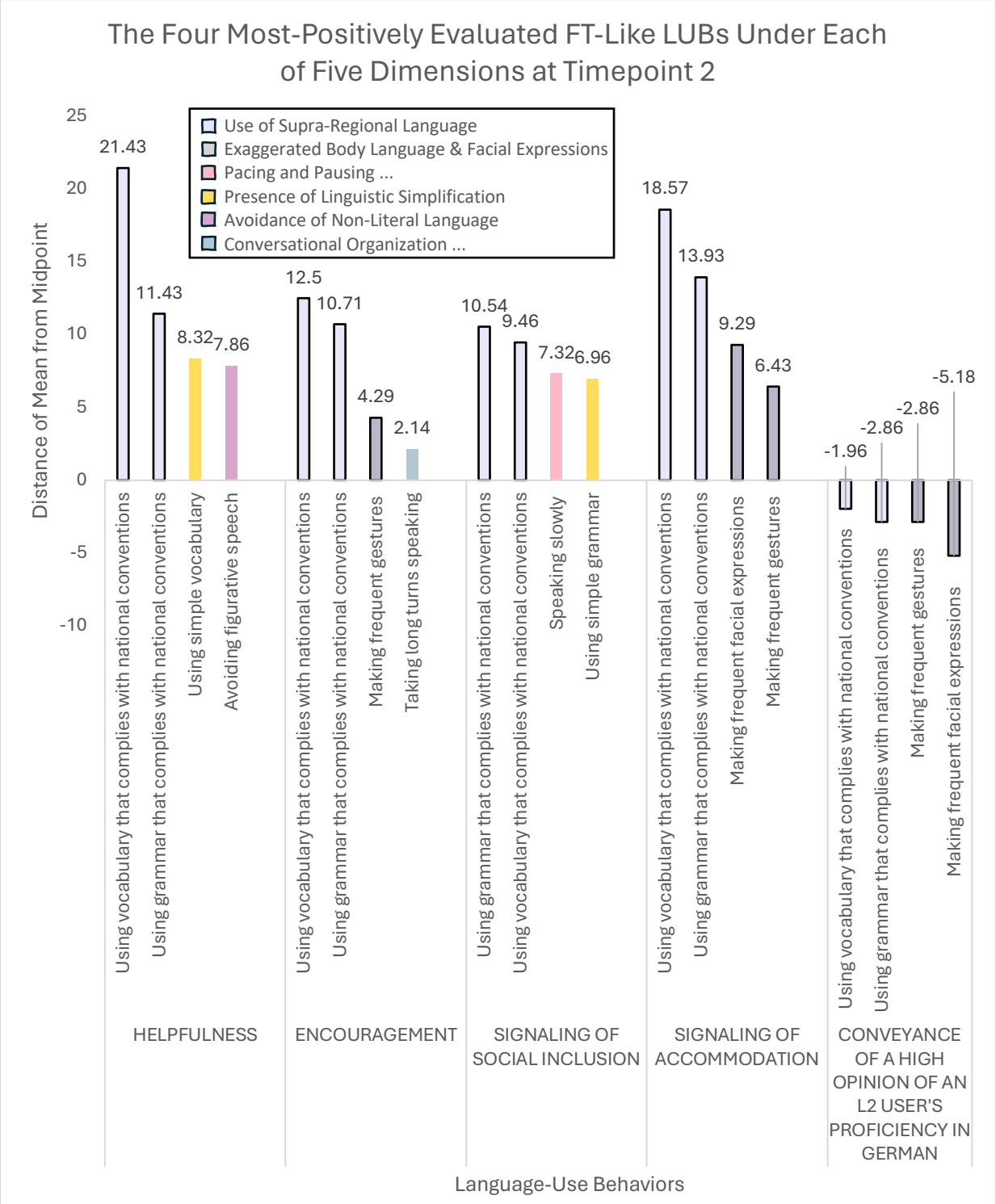
Table 22 shows that the LUB categories of *use of distorted language* (80%)*, avoidance of specific speech acts* (53.33%)*, language abandonment* (40%)*,* and *avoidance of potentially transgressive language* (33%) are overrepresented to varying degrees when compared to the mean representation, i.e., 13.8%. Only one other LUB category emerged under the four most negatively-evaluated FT-like LUBs at Timepoint 2, i.e., *avoidance of culturally-connoted language*, which was only slightly underrepresented. None of the other LUB categories were represented at all.

RQ2.5.2 At the end of their first semester at a university in Germany, which specific FT-like LUBs directed at them by their German native-speaker peers did sojourning U.S. American intermediate college learners of German imagine to be (a) particularly helpful, (b) particularly encouraging; (c) particularly signaling of social inclusion; (d) particularly

signaling of accommodation; and (e) conveying a particularly high opinion of their proficiency in German?

Figure 7 is identical in format to Figure 5 and provides information on the categories associated with the four most negatively evaluated FT-like LUBs at Timepoint 2.

Figure 7: The four most positively-evaluated FT-like LUBs under each of the five dimensions at the end of the first semester at a university in Germany (Timepoint 2)



Ellipsis denotes that two categories, i.e., pacing and pausing and conversational organization, were abbreviated for reasons of spacing. Both end in "that do[es] not reflect the conventions of casual conversation".

Figure 7 shows that nine FT-like LUBs emerged in each of the five dimensions, i.e, *using vocabulary that complies with national conventions, using grammar that complies with national conventions, making frequent gestures, making frequent facial expressions, using simple vocabulary, using simple grammar, speaking slowly, taking long turns speaking,* and *avoiding figurative speech.* There is overall a relatively high degree of recurrence of FT-like LUBs across the five dimensions.

In turn, these categories were associated with six categories, i.e., *use of supra-regional language, exaggerated body language and facial expressions, presence of linguistic simplification, pacing and pacing that do not reflect the conventions of casual conversation, conversational organization that does not reflect the conventions of casual conversation,* and *avoidance of non-literal language*. The mean number of LUBs per category shown in Figure 6 was smaller than the mean number of language-use behaviors per category overall (1.5 vs. 2.42 LUBs per category), which shows that the most negatively-evaluated LUBs are more slightly concentrated (i.e., show a higher degree of clustering) than expected.

In terms of the range of positivity, the following sequence reflected the variance of respondents' perceptions: helpfulness (13.57) > signaling of accommodation (12.06) > encouragement (10.36) > signaling of social inclusion (3.58) > conveyance of a high opinion of an L2 user's proficiency in German (3.22). The dimension with the lowest range of positivity, i.e., conveyance of a high opinion of an L2 user's proficiency in German, also had the lowest mean positivity (-3.22) while the two dimensions with the highest range of positivity, i.e., helpfulness and signaling of accomodation had the highest mean positivity (12.26 and 12.06, respectively).

The dimension related to helpfulness also housed the FT-like LUB with the highest

positive evaluation, i.e., *using vocabulary that complies with national standards* (21.43). This FT-like LUB was associated with *use of supra-regional language*, which appeared as the most-positively evaluated category on average (12.97). By contrast, the dimension with the FT-like LUB with lowest positive evaluation, i.e., *making frequent facial expressions* (-5.18), included only LUBs with a negative evaluation. The FT-like LUBs were evaluated positively along the other four dimensions.

Table 27 is identical in format to Table 23 and provides an overview of the specific distribution of the nine most positively-evaluated FT-like LUBs that recurred across the five dimensions at Timepoint 2.

Table 27: FT-like LUBs that emerged among the four most positively-evaluated FT-like LUBs in each of the five dimensions at Timepoint 2

Most Positively-Evaluated FT-Like Language-Use Behaviors	**Helpfulness**	**Encouragement**	**Signaling of Social Inclusion**	**Signaling of Accommodation**	**Conveyance of a High Opinion of an L2 User's Proficiency in German**	**Total Number of Times a LUB Appeared Under the Five Dimensions**
Using **vocabulary** that complies with national conventions	√	√	√	√	√	5
Using **grammar** that complies with national conventions	√	√	√	√	√	5
Making frequent gestures		√		√	√	3
Making frequent facial expressions				√	√	2
Using simple **vocabulary**	√					1
Using simple **grammar**			√			1
Speaking slowly			√			1
Taking long turns speaking		√				1
Avoiding figurative speech	√					1

Table 27 shows that *using vocabulary that complies with national conventions* and *using grammar that complies with national conventions* were perceived as particularly positive in all five dimensions; *making frequent gestures* in three dimensions; and *making frequent facial expressions* in two dimensions; and five FT-like LUBs, i.e., *using simple vocabulary, using simple grammar, speaking slowly,* and *taking long turns speaking,* and *avoiding figurative language* were unique to one of three dimensions. This varied distribution again suggests that that these five dimensions are discreet.

Table 28 is identical in format to Table 24, but it provides information on the representation of LUB categories among the four most positively-evaluated FT-like LUBs at Timepoint 2.

Table 28: FT-like versions of the twelve category designations, the total number of LUBs associated with each category, the number of possible and actual occurrences followed by the rate of occurrence under the 'four most positively-evaluated FT-like LUBs' at Timepoint 2

FT-Like Version of Each LUB Category (Scores of 0-49)	**Total Number of LUBs Associated with Each Category**	**Number of Possible Occurrences …**	**Number of Actual Occurrences …**	**Rate of Occurrence …**
		… Under 'Four Most Positively-Evaluated FT-Like LUBs'		
Use of Supra-Regional Language	2	10	10	100%
Exaggerated Body Language & Facial Expressions	4	20	5	25%
Presence of Linguistic Simplification	2	10	2	20%
EVEN DISTRIBUTION	**2.42**	**12.08**	**1.67**	**13.8%**
Conversational Organization that Places a Low Conversational	2	10	1	10%

Burden on the Interlocutor				
Pacing & Pausing that Do Not Reflect Conventions of Casual Conversation	3	15	1	6.67%
Avoidance of Non-Literal Language	3	15	1	6.67%
Phonetic Realizations that Do Not Reflect Conventions of Casual Conversation	3	15	0	0%
Use of Distorted Language	1	5	0	0%
Avoidance of Specific Speech Acts	3	15	0	0%
Avoidance of Potentially Transgressive Language	3	15	0	0%
Avoidance of Culturally-Connoted References	2	10	0	0%
Language Abandonment	1	5	0	0%
TOTAL	**29**	**145**	**20**	**N/A**

As shown in Table 24, the LUB categories of *use of supra-regional language* (100%), *exaggerated use of body language & facial expressions* (25%), and *presence of linguistic simplification* (20%) are overrepresented when compared to 13.8% mean representation per LUB category. Three other categories emerged under the four most positively-evaluated FT-like LUBs at Timepoint 1, i.e., *conversational organization that places a low conversational burden on the interlocutor, pacing and pausing that do not reflect the conventions of casual conversation,* and *avoidance of non-literal language* were slightly underrepresented. None of the other LUB categories emerged.

RQ2.6.1. How did sojourning U.S. American intermediate college learners of German's evaluations of specific FT-like LUBs directed at them by their German native-speaker peers during the initial weeks at a university in Germany (RQ2.4.1) compare to their evaluations reported at the end of their first semester (RQ2.5.1) in terms of being (a) particularly distracting, (b) particularly discouraging; (c) particularly signaling of social exclusion; (d) particularly signaling of condescension; and (e) conveying a particularly low opinion of their proficiency in German?

Table 29 presents the perceptions of the four most negatively-evaluated FT-like LUBs under each of five dimensions (i.e., distraction, discouragement, signaling of social exclusion, signaling of condescension, and conveyance of a low opinion of an L2 user's proficiency in German) during sojourners' initial weeks at a university in Germany (Timepoint 1), at the end of their first semester at a university in Germany (Timepoint 2), and comparatively between the two. The values represent average distance from midpoint (50) of the mean evaluation of each of the negatively-evaluated FT-like LUBs. Color coding was applied to distinguish between of FT-like LUBs that emerged at either one timepoint, i.e., purple shading was used to indicate that a given FT-like LUB only occurred among the four most negatively-evaluated at Timepoint 1, and blue shading if only at Timepoint 2. When an FT-like LUB and the direction of change i.e., green shading was applied to when the evaluation was more positive at Timepoint 2 than at Timepoint 1, and orange shading was applied when the opposite was true.

Table 29: Overview of the four most negatively-evaluated FT-like LUBs at Timepoint 1 and Timepoint 2 under each of the five dimensions in terms of mean evaluation at Timepoint 1, Timepoint 2, and the change in the mean evaluation from Timepoint 1 to Timepoint 2

The Four Most Distracting FT-Like LUBs			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
Avoiding making direct requests	-11.36	-13.21	-1.85
Deliberately using distorted grammar	-12.27	-17.5	-5.23
Avoiding humor	-13.64	-16.43	-2.79
Switching into English	-16.82	*N/A*	*N/A*
Avoiding asking questions	*N/A*	-9.96	*N/A*
The Four Most Discouraging FT-Like LUBs			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
Deliberately using distorted grammar	-18.18	-22.5	-4.32
Avoiding asking questions	-30	-18.93	+11.07
Switching into English	-35	-24.64	+10.36
Avoiding making direct requests	-22.73	*N/A*	*N/A*
Avoiding humor	*N/A*	-21.79	*N/A*
The Four Most Socially Excluding FT-Like LUBs			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
Avoiding references to German-specific cultural events or practices	-21.36	-15.57	+5.79
Avoiding humor	-22.73	-22.88	-0.15
Avoiding making direct requests	-28.18	-26.79	+1.39
Avoiding asking questions	-32.73	-25	+7.73
The Four Most Condescending FT-Like LUBs			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
Deliberately using distorted grammar	-19.36	-24.82	-5.46
Avoiding humor	-19.55	-21.43	-1.88
Avoiding asking questions	-24.55	-18.93	+5.62
Switching into English	-19.55	*N/A*	*N/A*
Avoiding making direct requests	*N/A*	-14.64	*N/A*
The Four FT-Like LUBs that Convey the Lowest Opinion of an L2 User's Proficiency in German			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
Avoiding asking questions	-27.64	-24.46	+3.18
Deliberately using distorted grammar	-28.82	-36.43	-7.61
Switching into English	-35.45	-28.93	+6.52
Avoiding making direct requests	-30.91	*N/A*	*N/A*
Avoiding humor	*N/A*	-24.46	*N/A*

Table 29 shows that the same six FT-like LUBs account for particularly negative perceptions in all five dimensions, i.e., *avoiding asking questions, deliberately using distorted grammar, avoiding humor, avoiding making direct requests, switching into English,* and *avoiding references to German-specific cultural events or practices.* In general, these five FT-like LUBs are perceived as overall less socially excluding at Timepoint 2 than at Timepoint 1 but more distracting at Timepoint 1 than at Timepoint 2.

Among these six particularly negatively-evaluated FT-like LUBs, *switching into English* either figured into the four most negatively-evaluated FT-like LUBs either only at Timepoint 1 (i.e., distraction [-16.82]; condescension [-19.55]) or as less negative at Timepoint 2 than at Timepoint 1 (i.e., discouragement [+10.36]; low opinion of L2 user's German proficiency [+6.52]) or was absent from among the four most negatively perceived FT-like LUBs altogether (i.e., social exclusion).

Conversely*, avoiding humor* either played a major role only at Timepoint 2 (discouragement; low opinion of L2 user's German proficiency) or became more important (more negatively perceived) at Timepoint 2 (i.e., distraction; condescension; or social exclusion).

Table 30 shows the mean of the four most negatively-evaluated FT-like LUBs at Timepoint 1 and Timepoint 2 in terms of distraction, discouragement, signaling of social exclusion, signaling of condescension, and conveyance of a low opinion of an L2 user's proficiency in German. Again, these values are reported as distances from the midpoint (50). The two right-most columns show two separate differentials between timepoints: (1) the recurrent differential, which included only FT-like LUBs that appeared under the four most negatively evaluated at Timepoint 1 and Timepoint 2 under each dimension, and (2) the total differential, which included all the four most negatively-evaluated FT-like LUBs at appeared under each

dimension. In these columns, orange shading was applied when the change between timepoints was negative, and green shading was applied when the change between timepoints was positive.

Table 30: Overview of the most negatively-evaluated FT-like LUBs by average distance from midpoint at Timepoint 1, Timepoint 2, recurrent differential, and the total differential

Average Evaluation of the Four FT-Like LUBs that …	Timepoint 1	Timepoint 2	Recurrent Differential	Total Differential
… Were Most Distracting	-13.52	-14.28	-3.29	-0.75
… Were Most Discouraging	-26.48	-21.97	+5.70	+4.51
… Were Most Socially Excluding	-26.25	-22.56	+3.69	+3.69
… Were Most Condescending	-20.75	-19.96	-0.57	+0.80
… Conveyed the Lowest Opinion of an L2 User's Proficiency in German	-30.71	-28.57	+0.70	-2.14
Means of Means	-23.54	-21.47	+1.25	+1.33

In the sole cognitive dimension (distraction/helpfulness), the four most negatively-evaluated LUBs showed the highest (i.e. smallest negative values) mean scores. Remembering that the same set of five FT-like LUBs recurred across all five dimensions as constituting the most negatively connoted, these perceptions of negativity were tempered in cognitive terms.

However, the perception of these negatively-evaluated FT-like LUBs under the cognitive dimension showed a slight trend toward increased negativity when comparing both recurrent FT-like LUBs (-0.75) and all FT-like LUBs that figured into the four most negatively perceived at both timepoints (-3.29).

With regard to the social dimensions, the total differential showed that perceptions of these FT-like LUBs varied in different patterns across the two timepoints. While perceptions improved toward lesser negativity in terms of the social dimensions of discouragement (+4.51), signaling of social exclusion (+3.69), and signaling of condescension (+0.80), they increased toward greater negativity with regard to the conveyance of a low opinion of the L2 user's proficiency in German (-2.14) and distraction (-0.75).

In sum, with all five dimensions taken together, the extent of negativity associated with the most negatively-evaluated FT-like LUBs deceased somewhat between the two timepoints.

Table 31 is identical in format to Table 22 and provides information on the representation of LUB categories among the four most negatively-evaluated FT-like LUBs at both Timepoint 1 and Timepoint 2.

Table 31: FT-like versions of the twelve category designations, the total number of LUBs associated with each category, the number of possible and actual occurrences followed by the rate of occurrence under the 'four most negatively-evaluated FT-like LUBs' at Timepoint 1 and Timepoint 2

FT-Like Version of Each LUB Category (Scores of 0-49)	**Total Number of LUBs Associated with Each Category**	**Number of Possible Occurrences …**	**Number of Actual Occurrences …**	**Rate of Occurrence …**
		… Under 'Four Most Negatively-Evaluated FT-Like LUBs'		
Use of Distorted Language	1	10	8	80%
Language Abandonment	1	10	6	60%
Avoidance of Specific Speech Acts	3	30	16	53.33%
Avoidance of Potentially Transgressive Language	3	30	8	26.67%
EVEN DISTRIBUTION	**2.42**	**24.17**	**3.33**	**13.8%**
Avoidance of Culturally-Connoted References	2	20	2	10%
Presence of Linguistic Simplification	2	20	0	0%
Pacing & Pausing that Do Not Reflect Conventions of Casual Conversation	3	30	0	0%

Phonetic Realizations that Do Not Reflect Conventions of Casual Conversation	3	30	0	0%
Exaggerated Body Language & Facial Expressions	4	40	0	0%
Use of Supra-Regional Language	2	20	0	0%
Conversational Organization that Places a Low Conversational Burden on the Interlocutor	2	20	0	0%
Avoidance of Non-Literal Language	3	30	0	0%
TOTAL	**29**	**290**	**40**	**N/A**

Table 31 shows that the LUB categories of *use of distorted language* (80%)*, language abandonment* (60%)*, avoidance of specific speech acts* (53.33%)*,* and *avoidance of potentially transgressive language* (26.67%) are overrepresented to varying degrees. In turn, the only one other LUB category that emerged under the four most negatively-evaluated FT-like LUBs at either Timepoint 1 or Timepoint 2, i.e., *avoidance of culturally-connoted language*, was slightly underrepresented. None of the other eight LUB categories emerged at either timepoint.

RQ2.6.2 How did sojourning U.S. American intermediate college learners of German's evaluations of specific FT-like LUBs directed at them by their German native-speaker peers during the initial weeks at a university in Germany (RQ2.4.1) compare to their evaluations reported at the end of their first semester (RQ2.5.1) in terms of being (a) particularly helpful, (b) particularly encouraging; (c) particularly signaling of social inclusion; (d) particularly signaling of accommodation; and (e) conveying a particularly high opinion of their proficiency in German?

Table 32 is identical in format to Table 29 and presents results for the four most positively-evaluated FT-like LUBs at Timepoint 1, Timepoint 2, and comparatively between them. As a reminder, the values shown represent the distance from the midpoint (50).

Table 32: Overview of the four most negatively-evaluated FT-like LUBs at Timepoint 1 and Timepoint 2 under each of the five dimensions in terms of mean evaluation at Timepoint 1, Timepoint 2, and the change in the mean evaluation from Timepoint 1 to Timepoint 2

The Four Most Helpful FT-Like LUBs			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
*Using **vocabulary** that complies with national conventions*	+23.18	+21.43	-1.75
*Using **grammar** that complies with national conventions*	+20.91	+11.43	-9.48
*Using simple **grammar***	+14.55	*N/A*	*N/A*
Speaking slowly	+13.18	*N/A*	*N/A*
*Using simple **vocabulary***	*N/A*	+8.32	*N/A*
Avoiding figurative speech	*N/A*	+7.86	*N/A*
The Four Most Encouraging FT-Like LUBs			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
*Using **grammar** that complies with national conventions*	+13.18	+10.71	-2.47
*Using **vocabulary** that complies with national conventions*	+9.09	+12.5	+3.41
Making frequent gestures	+7.73	+4.29	-3.44
Making pronounced gestures	+7.27	*N/A*	*N/A*
Taking long turns speaking	*N/A*	2.14	*N/A*
The Four Most Socially Including FT-Like LUBs			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
*Using **vocabulary** that complies with national conventions*	+16.27	+9.46	-6.81
*Using **grammar** that complies with national conventions*	+13.55	+10.54	-3.01
Making pronounced facial expressions	+9.09	*N/A*	*N/A*
Making frequent pauses between words and phrases	+9	*N/A*	*N/A*
Speaking slowly	*N/A*	+7.32	*N/A*
*Using simple **grammar***	*N/A*	+6.96	*N/A*

The Four Most Accommodating FT-Like LUBs			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
*Using **grammar** that complies with national conventions*	+18.64	+13.93	-4.71
*Using **vocabulary** that complies with national conventions*	+15.45	+18.57	+3.12
Making frequent gestures	+13.64	+6.43	-7.21
Making pronounced gestures	+13.18	*N/A*	*N/A*
Making frequent facial expressions	*N/A*	+9.29	*N/A*
The Four FT-Like LUBs that Convey the Highest Opinion of an L2 User's Proficiency in German			
FT-Like LUBs	**Mean at Timepoint 1**	**Mean at Timepoint 2**	**Δ Mean**
*Using **grammar** that complies with national conventions*	+2.27	-2.86	-5.13
*Using **vocabulary** that complies with national conventions*	+0.91	-1.96	-2.87
Making frequent gestures	+0.91	-2.86	-3.77
Making frequent facial expressions	-5.91	-5.18	+0.73

Table 29 shows that the only four of the 12 FT-like LUBs that emerged under the four most positively-evaluated FT-like LUBs recurred at both Timepoint 1 and Timepoint 2 in at least one dimension, i.e., *using vocabulary that complies with national conventions, using grammar that complies with national conventions, making frequent gestures,* and *making frequent facial expressions.* In general, these four recurrent FT-like LUBs were perceived more negatively at Timepoint 2 than at Timepoint 1 under the cognitive dimension (i.e., distraction/helpfulness and one social dimension (i.e., social inclusion). However, although the other social dimensions tended to also show increased negatively between timepoints, two FT-like LUBs posed exceptions. Specifically, *using vocabulary that comply with national standards* was evaluated more positively at Timepoint 2 along the dimensions related to dis/encouragement (3.41) and condescension/accommodation (+3.12). Also, *making frequent facial expressions* was rated slightly more positively at Timepoint 2 along the dimension related to conveyance of a low/high opinion of an L2 user's proficiency in German (+0.73).

What is more, two FT-like LUBs figured into the four most positively-evaluated only at Timepoint 1, i.e., *making pronounced gestures, making frequent pauses between words and phrases,* whereas three FT-like LUBs figured into the four most positively-evaluated only at Timepoint 2, i.e., *using simple vocabulary, avoiding figurative language, taking long turns speaking.* Furthermore, *using simple grammar* and *speaking slowly* figured into the into the four most negatively-evaluated FT-like LUBs under one dimension at Timepoint 1 (i.e., helpfulness) and another at Timepoint 2 (i.e., social inclusion). Conversely, *making pronounced facial expressions* figured into only into the dimension related to social inclusion at Timepoint 1 and the dimension related to encouragement at Timepoint 1.

Table 33 is identical in format to Table 30, but it shows the average evaluation of the four most positively-evaluated FT-like LUBs at Timepoint 1 and Timepoint 2

Table 33: Overview of the most positively-evaluated FT-like LUBs by average distance from midpoint at Timepoint 1, Timepoint 2, recurrent differential, and the total differential

Average Evaluation of the Four FT-Like LUBs that …	**Timepoint 1**	**Timepoint 2**	**Recurrent Differential**	**Total Differential**
… Were Most Helpful	+17.96	+13.73	-6.13	-4.23
… Were Most Encouraging	+9.32	+7.41	-1.53	-1.91
… Were Most Socially Including	+11.98	+9.11	-4.12	-2.87
… Were Most Accommodating	+15.23	+12.06	-2.54	-3.17
… Conveyed the Highest Opinion of an L2 User's Proficiency in German	-0.46	-3.22	-2.76	-2.76
Means of Means	+10.81	+7.82	-3.42	-2.99

As shown in Table 33, the cognitive dimension (i.e., distraction/helpfulness), showed the highest mean scores at Timepoint 1 and Timepoint 2. While one social dimension also showed high mean scores (i.e., condescension/accommodation), two others (i.e., dis/encouragement; social ex/inclusion) were more modest, and another (i.e., conveyance of a high opinion of an L2 user's proficiency in German) showed negative mean scores at Timepoint 1 and Timepoint 2.

That is, on average, even the most positively-evaluated FT-like LUBs under this dimension were evaluated negatively (i.e., they had a mean lower than the midpoint of 50).

In sum, as corroborated by the mean of means, all five dimensions showed a decrease in the extent of negativity associated with the most positively-evaluated FT-like LUBs between the two timepoints.

Table 34 shows the how representation among the four most positively-evaluated FT-like LUBs varied by LUB category. It is identical in purpose and format to Table 24.

Table 34: FT-like versions of the twelve category designations, the total number of LUBs associated with each category, the number of possible and actual occurrences followed by the rate of occurrence under the 'four most positively-evaluated FT-like LUBs' at Timepoint 1 and Timepoint 2

FT-Like Version of Each LUB Category (Scores of 0-49)	**Total Number of LUBs Associated with Each Category**	**Number of Possible Occurrences …**	**Number of Actual Occurrences …**	**Rate of Occurrence …**
		… Under 'Four Most Positively-Evaluated FT-Like LUBs'		
Use of Supra-Regional Language	2	20	20	100%
Exaggerated Body Language & Facial Expressions	4	40	14	35%
Presence of Linguistic Simplification	2	20	3	15%
Pacing & Pausing that Do Not Reflect Conventions of Casual Conversation	3	30	3	15%
EVEN DISTRIBUTION	**2.42**	**24.17**	**3.33**	**13.8%**
Conversational Organization that Places a Low Conversational Burden on the	2	20	1	5%

Interlocutor				
Avoidance of Non-Literal Language	3	30	1	3.33%
Phonetic Realizations that Do Not Reflect Conventions of Casual Conversation	3	30	0	0%
Use of Distorted Language	1	10	0	0%
Avoidance of Specific Speech Acts	3	30	0	0%
Avoidance of Potentially Transgressive Language	3	30	0	0%
Avoidance of Culturally-Connoted References	2	20	0	0%
Language Abandonment	1	10	0	0%
TOTAL	**29**	**145**	**20**	**N/A**

As shown in Table 34, the LUB categories of *use of supra-regional language* (100%), *exaggerated use of body language & facial expressions* (35%), *presence of linguistic simplification* (15%), and *pacing and pausing that do not reflect conventions of casual conversation* (15%) are overrepresented when compared to even distribution (13.8%). In turn, two other categories emerged under the four most positively-evaluated FT-like LUBs at Timepoint 1, i.e., *conversational organization that places a low conversational burden on the interlocutor* and *avoidance of non-literal language* were slightly underrepresented at 5% and 3.33%, respectively. None of the other LUB categories emerged at either of the two timepoints.

Research Theme 3: The Degree to Which Sojourning U.S. American Intermediate College Learners of German Perceived Those FT-Like Language-Use Behaviors (LUBs) That They Had Evaluated Particularly Negatively or Particularly Positively to Be Realized as More or Less FT-Like in the Speech Directed at Them by Their German Native-Speaker Peers

Research Theme (RT) 3 most fundamentally juxtaposes results from RT1 (perceptions of whether 29 LUBs are realized more or less FT-like) with results from RT2 (the evaluation of extreme FT-like LUBs along five dimensions) to present a total of six RQs.

Different from the structure of presentation adhered to in RT1 and RT2, each of the RQs in RT3 presents results for both timepoints together. The first five RQs are organized by dimensions of evaluation, i.e., RQ3.1, distraction/helpfulness; RQ3.2, discouragement/encouragement; RQ3.3, (c) signaling of exclusion/inclusion; (d) RQ3.4, signaling of condescension/accommodation; and (e) RQ3.5, low/high opinion of an L2 user's proficiency. The sixth RQ (RQ3.6) inquires in a summative manner how the two timepoints compare in terms of their respective degree of compliance between respondents' preference for specific LUBs to be more or less FT-like on the one hand and, on the other, respondents' perceptions of how these LUBs' were realized in the speech directed at them by their German native-speaker peers.

The ultimate goal of RT3 is to provide an account of the perceptual impact of native-speaker peers' language-use behaviors on the experiences of L2 sojourners by considering both the prominence with which sojourners perceived FT-like behavior (RT1) and the cognitive (RT2, dimension of distraction/helpfulness) as well as the social (RT2, the remaining four dimensions) connotations that these FT-like behaviors carried in the minds of respondents. In order to contain the number of analyses, RT3 will (a) take as its starting point how sojourners evaluated FT-like

language-use behavior, i.e., orient its analyses to results from RT2;[30] and (b) focus on the four most-positively and the four most negatively-evaluated FT-like language-use behaviors (LUBs) measured for each of the five dimensions and, further, explore as how FT-like these were perceived in the speech of NS peers.

RQ3.1 To what degree did sojourning U.S. American intermediate college learners of German perceive the four language-use behaviors (LUBs) that they considered to be most distracting and the four LUBs that they considered to be most helpful when these LUBs were realized in their most extreme FT-like form to actually be realized as FT-like in the speech directed at them by their German native-speaker peers during the initial weeks (Timepoint 1) and at the end of the first semester (Timepoint 2) of their sojourn?

Table 35 shows for both Timepoints (the beginning and the end of the first semester of the sojourn) (a) the four LUBs that were evaluated to be the most helpful (average scores over 50 indicate a trend toward perceived helpfulness) and the four LUBs that were evaluated to be the most distracting (average scores under 50 indicate a trend toward perceived distraction) when these LUBs were realized in their most FT-like form and (b) the eight LUBs' respective perceived realization as FT-like (average scores under 50 indicate a trend toward perceived FT-likeness in the speech directed at sojourners) or FT-unlike (average scores over 50 indicate a trend toward perceived FT-unlikeness).

In accordance with the analytic focus of RT3, in Table 35, all LUBs are phrased in their

[30] The alternative would have been to take as the starting point those LUBs that were perceived to be realized as particularly FT-like or particularly FT-unlike (RT1) and then explore, what judgements respondents attached to them. However, as sojourners' reactions to FT-like behavior was a focal point of interest, this option was not chosen.

most FT-like form. The numbers shown represent two types means taken from RT2 (the left column in a pair) and RT1 (the right column in a pair), respectively. They indicate (a) the degree of distraction or helpfulness associated with each LUB in its most FT-like form, with means below 50 showing a trend toward distraction (rendered in red font) and above 50 showing a trend toward helpfulness (rendered in green font); and (b) as how FT-like (or FT-unlike) respondents perceived these LUBs to be in the speech of their NS peers. Here, means under 50 mark a trend toward FT-likeness. Conversely, means above 50 indicate that respondents considered their German native-speaker peers to realize these LUBs in a more FT-unlike form.

Columns are highlighted in one of two base colors, orange for LUBs that in their most FT-like form were perceived to be particularly distracting and green for LUBs that in their most FT-like form were perceived to be particularly helpful. However, either type of column can contain cells highlighted in gray. These cells mark out instances of non-compliance, i.e., either (a) LUBs that in their most FT-like form were perceived to be particularly distracting and that were perceived as being realized in an FT-like manner (gray cells in base-color orange columns); or (b) LUBs that in their most FT-like form were perceived to be particularly helpful and that were perceived as being realized in an FT-unlike manner (gray cells in base-color green columns).

Table 35: Respondents' perceptions of the FT-likeness or FT-unlikeness of the (a) four LUBs that in their most FT-like form were evaluated as most distracting; and (b) the four LUBs that in their most FT-like form were evaluated as most helpful in the speech of German native-speakers directed at sojourners during their initial weeks (Timepoint 1) and at the end of their first semester at a university in Germany (Timepoint 2), expressed in means that indicate (1) the degree of distraction/helpfulness associated with a given LUB when realized in its most FT-like form; and (2) the degree of FT-likeness or FT-unlikeness with which respondents perceived a LUB to be realized

DIMENSION, DISTRACTION/HELPFULNESS											
Timepoint 1						**Timepoint 2**					
The Most Distracting LUBs When Performed in an Extremely FT-Like Manner			**The Most Helpful LUBs When Performed in an Extremely FT-Like Manner**			**The Most Distracting LUBs When Performed in an Extremely FT-Like Manner**			**The Most Helpful LUBs When Performed in an Extremely FT-Like Manner**		
LUBs	**Average Evaluation of Distraction**[31]	**Average Perceived FT-Un/Likeness**[32]	**LUBs**	**Average Evaluation of Helpfulness**[33]	**Average Perceived FT-Un/ Likeness**	**LUBs**	**Average Evaluation of Distraction**	**Average Perceived FT-Un/ Likeness**	**LUBs**	**Average Evaluation of Helpfulness**	**Average Perceived FT-Un/ Likeness**
Avoiding making direct requests	38.64	54.55	Using **vocabulary** that complies with national conventions	73.18	48.45	Avoiding asking questions	40.04	69.55	Using **vocabulary** that complies with national conventions	71.43	52.73
Deliberately using distorted grammar	37.73	63.64	Using **grammar** that complies with national conventions	70.91	53.36	Avoiding making direct requests	36.79	63.64	Using **grammar** that complies with national conventions	61.43	53.64
Avoiding humor	36.36	69.55	Using simple **grammar**	64.55	44.27	Avoiding humor	33.57	82.27	Using simple **vocabulary**	58.32	54.09
Switching into English	33.18	46.82	Speaking slowly	63.18	54.09	Deliberately using distorted grammar	32.50	61.36	Avoiding figurative speech	57.86	56.82

[31] **Average Evaluation of Distraction**: scores under 50 indicate that FT-likeness is associated with distraction.
[32] **Average Perceived FT-Un/Likeness**: scores between 0–49 correspond to FT-likeness; means between 51–100 correspond to FT-unlikeness.
[33] **Average Evaluation of Helpfulness**: scores over 50 indicate that FT-likeness is associated with helpfulness.

Based on coloration, it becomes apparent that already at Timepoint 1, there was somewhat better compliance (more implicated LUBs) between a preference for a LUB's FT-unlikeness and its perceived realization as rather FT-unlike (orange base-color columns) than there was between preference for FT-likeness and perceived realization as FT-like (green base-color columns). In short, study participants considered their native-speaker peers to be more adept at avoiding FT-related distractions than at providing FT-related assistance. This trend becomes comprehensive by Timepoint 2.

Tables 36 and 37 (below) provide additional information in that they focus on the extent (quantification) of compliance or non-compliance at two timepoints between respondents' evaluations of particularly distracting and particularly helpful FT-like LUBs and respondents' perceptions of how their German native-speaker peers execute them. Table 37 transforms information presented in Table 36 and will be the focus of subsequent discussions.

Specifically, Table 36 reports the distance from the midpoint, i.e., 50, on a scale from 0-100 in terms of (a) the perceived realization of a given LUB as FT-like or FT-unlike in terms of the distance of a given mean from the neutral middle score of 50, with positive scores implying perceived FT-unlikeness and negative scores indicating perceived FT-likeness; and (b) the rank of a given LUB among all 29 LUBs on a continuum from perceived FT-likeness (rank 29 being the closest to FT-likeness) to FT-unlikeness (rank 1 being the closest to FT-unlikeness).

Table 37, the table that will be discussed subsequently, considers groups of LUBs rather than individual LUBs, as was done in Tables 35 and 36. The two groups are composed of, respectively, LUBs with compliance between desired and perceived FT-likeness (highlighted in orange when FT-like and green when FT-unlike in Tables 35-37) and LUBs with non-compliance (highlighted in gray in Tables 35-37). For each group – further divided by timepoints

and dis/preference for FT-likeness – four measures are shown: (1) The ideal deviation from 50 required for compliance (i.e., +50 when FT-likeness was undesirable; -50 when FT-likeness was desirable); (2) the actual mean deviation measured for all concerned LUBs taken together; (3) the ideal mean rank calculated on a range of four ideal ranks, corresponding with the four most Distracting/Helpful FT-like LUBs, respectively; i.e., an ideal mean rank of 2.5 (derived from ranks 1-4) for FT-like LUBs that were evaluated to be the most distracting and, conversely, an ideal mean rank of 27.5 (derived from ranks 26-29) for FT-like LUBs that were evaluated to be the most helpful; and (4) the actual mean rank derived from the four FT-like LUBs respectively under consideration.

Table 36: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four most distracting and the four most helpful LUBs in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester at a university in Germany (Timepoint 2) expressed in deviation from 50 and rank of all 29 LUBs taken together

DIMENSION, DISTRACTION/HELPFULNESS										
Timepoint 1						**Timepoint 2**				
The Most Distracting LUBs When Performed in an Extremely FT-Like Manner			**The Most Helpful LUBs When Performed in an Extremely FT-Like Manner**			**The Most Distracting LUBs When Performed in an Extremely FT-Like Manner**			**The Most Helpful LUBs When Performed in an Extremely FT-Like Manner**	
LUB	**Perceived Realization**		**LUB**	**Perceived Realization**		**LUB**	**Perceived Realization**		**LUB**	**Perceived Realization**	
	Deviation from 50	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**
Positive deviations from 50 und higher ranks correspond to FT-unlikeness, while negative correlations and lower ranks correspond to FT-likeness.											
Avoiding making direct requests	+4.55	10	Using **vocabulary** that complies with national conventions	-1.55	17	Avoiding asking questions	+19.55	3	Using **vocabulary** that complies with national conventions	+2.73	21
Deliberately using distorted grammar	+13.64	4	Using **grammar** that complies with national conventions	+3.36	12	Avoiding making direct requests	+13.64	7a	Using **grammar** that complies with national conventions	+3.64	20
Avoiding humor	+19.55	1	Using simple **grammar**	-5.73	24	Avoiding humor	+32.27	1	Using simple **vocabulary**	+4.09	18a
Switching into English	-3.18	20	Speaking slowly	+4.09	11	Deliberately using distorted grammar	+11.36	9	Avoiding figurative speech	+6.82	15

Table 37: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four most distracting and the four most helpful LUBs in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester of their sojourn (Timepoint 2) expressed in the ideal and actual deviation from 50 and ideal and actual average rank of all 29 LUBs taken together

DIMENSION, DISTRACTION/HELPFULNESS								
	Timepoint 1				Timepoint 2			
	The Most Distracting LUBs When Performed in an Extremely FT-Like Manner		The Most Helpful LUBs When Performed in an Extremely FT-Like Manner		The Most Distracting LUBs When Performed in an Extremely FT-Like Manner		The Most Helpful LUBs When Performed in an Extremely FT-Like Manner	
	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception
Ideal Deviation from 50	+50	N/A	-50	N/A	+50	N/A	-50	N/A
Actual Average Deviation from 50	+12.58	-3.18	-3.64	+3.73	+19.21	No relevant LUBs.	No relevant LUBs.	+4.32
Ideal Mean Rank	2.5	N/A	27.5	N/A	2.5	N/A	27.5	N/A
Actual Average Rank	5	20	20.5	11.5	5	No relevant LUBs.	No relevant LUBs.	18.5

Looking at mean deviations from the midpoint of 50, as listed in Table 37, at Timepoint 1 the degree of compliance was stronger than that of non-compliance for the most distracting FT-like LUBs (+12.45 vs. -3.18) but not for the most helpful FT-like LUBs (-3.64 vs. +3.73). At Timepoint 2, there were no instances of non-compliance for FT-like LUBs regarded as distracting and no instances of compliance for FT-like LUBs regarded as helpful. However, the degree of compliance for FT-like LUBs that were perceived to be distracting, as measured by the mean deviation from 50, was: (a) even stronger at Timepoint 2 than at Timepoint 1 (+12.58 vs. +19.21); and (b) stronger than the degree of non-compliance measured for FT-like LUBs that were seen as helpful (+19.21 vs. +4.32). A comparison of actual to ideal mean ranks mirrors these findings.

In sum, findings shown in Table 37 both echo and expand on findings reported in Table 35. There is greater compliance between the FT-like LUBs that respondents find distracting and the FT-unlikeness they observed in these same LUBs than between which FT-like LUBs respondents deemed helpful and the FT-likeness they observed in these same LUBs in two regards: (a) scope, as measured in the proportion of implicated LUBs (Table 35); and (b) intensity, as measured via comparisons of ideal/mean deviations from 50 and ideal/mean ranks of FT-likeness to FT-unlikeness. That is, sojourners felt that their native-speaker peers were comprehensively better at avoiding distracting than providing helpful FT-like LUBs.

Presentations of RQs 3.2, 3.3, 3.4, and 3.5, each corresponding with one of the remaining four dimensions of evaluation, are structured identically to the presentation of RQ 3.1. The same table formats will be employed. For explanations of these table formats, please refer to RQ 3.1.

RQ3.2 To what degree did sojourning U.S. American intermediate college learners of German perceive the four language-use behaviors (LUBs) that they considered to be most discouraging and the four LUBs that they considered to be most encouraging when these LUBs were realized in their most extreme FT-like form, to actually be realized as FT-like in the speech directed at them by their German native-speaker peers during the initial week (Timepoint 1) and at the end of the first semester (Timepoint 2) of their sojourn?

Tables 38, 39, and 40 are identical in format to Tables 35, 36, and 37, but they provide information on the dimension of dis/encouragement.

Table 38: Respondents' perceptions of the FT-likeness or FT-unlikeness of the (a) four LUBs that in their most FT-like form were evaluated as most discouraging; and (b) the four LUBs that in their most FT-like form were evaluated as most encouraging in the speech of German native-speakers directed at sojourners during their initial weeks (Timepoint 1) and at the end of their first semester at a university in Germany (Timepoint 2), expressed in means that indicate (1) the degree of dis/encouragement associated with a given LUB when realized in its most FT-like form; and (2) the degree of FT-likeness or FT-unlikeness with which respondents perceived a LUB to be realized

DIMENSION, DISCOURAGEMENT/ENCOURAGEMENT										
Timepoint 1						**Timepoint 2**				
The Most Discouraging LUBs When Performed in an Extremely FT-Like Manner			**The Most Encouraging LUBs When Performed in an Extremely FT-Like Manner**			**The Most Discouraging LUBs When Performed in an Extremely FT-Like Manner**			**The Most Encouraging LUBs When Performed in an Extremely FT-Like Manner**		
LUBs	**Average Evaluation of Discouragement[34]**	**Average Perceived FT-un/likeness[35]**	**LUBs**	**Average Evaluation of Encouragement[36]**	**Average Perceived FT-un/likeness**	**LUBs**	**Average Evaluation of Discouragement**	**Average Perceived FT-un/likeness**	**LUBs**	**Average Evaluation of Encouragement**	**Average Perceived FT-un/likeness**
Deliberately using distorted grammar	31.82	63.64	Using **grammar** that complies with national conventions	63.18	53.36	Avoiding asking questions	31.07	69.55	Using **vocabulary** that complies with national conventions	62.50	52.73
Avoiding making direct requests	27.27	54.55	Using **vocabulary** that complies with national conventions	59.09	48.45	Avoiding humor	28.21	82.27	Using **grammar** that complies with national conventions	60.71	53.64
Avoiding asking questions	20.00	59.55	Making frequent gestures	57.73	43.00	Deliberately using distorted grammar	27.50	61.36	Making frequent gestures	54.29	44.09
Switching into English	15.00	46.82	Making pronounced gestures	57.27	40.91	Switching into English	25.36	55.91	Taking long turns speaking	52.14	39.55

[34] **Average Evaluation of Discouragement**: scores under 50 indicate that FT-likeness is associated with discouragement.
[35] **Average Perceived FT-Un/Likeness**: scores between 0–49 correspond to FT-likeness; means between 51–100 correspond to FT-unlikeness.
[36] **Average Evaluation of Encouragement**: scores over 50 indicate that FT-likeness is associated with encouragement.

At Timepoint 1, the scope of compliance (i.e., the proportion of implicated LUBs) between an FT-like LUB's evaluation as discouraging or encouraging and its perceived realization as FT-like or FT-unlike was balanced between discouraging and encouraging FT-like LUBs. At Timepoint 2, however, all discouraging FT-like LUBs complied with respondent perceptions, whereas only half (2) of the encouraging FT-like LUBs did. Specifically, at Timepoint 2, sojourners perceived their native-speaker peers to tend away from FT-likeness in the two LUBs that respondents would have perceived as the most encouraging in their FT-like form. Conversely, respondents at Timepoint 2 also believed that their native-speaker peers were able to avoid FT-likeness in LUBs that in their most FT-like form would be discouraging. In short, study participants considered their native-speaker peers to be more adept at avoiding FT-related discouragement than at providing FT-related encouragement.

As a reminder, Tables 39 and 40 in format are identical to Tables 36 and 37 and present information about compliance under the dimension related to discouragement and encouragement.

Table 39: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four most discouraging and the four most encouraging LUBs in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester at a university in Germany (Timepoint 2) expressed in deviation from 50 and rank of all 29 LUBs taken together

DIMENSION, DISCOURAGEMENT/ENCOURAGEMENT											
Timepoint 1						**Timepoint 2**					
The Most Discouraging LUBs When Performed in an Extremely FT-Like Manner			**The Most Encouraging LUBs When Performed in an Extremely FT-Like Manner**			**The Most Discouraging LUBs When Performed in an Extremely FT-Like Manner**			**The Most Encouraging LUBs When Performed in an Extremely FT-Like Manner**		
LUB	**Perceived Realization**		**LUB**	**Perceived Realization**		**LUB**	**Perceived Realization**		**LUB**	**Perceived Realization**	
	Deviation from 50	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**
Positive deviations from 50 und higher ranks correspond to FT-unlikeness, while negative correlations and lower ranks correspond to FT-likeness.											
Deliberately using distorted grammar	+13.64	4	Using **grammar** that complies with national conventions	+3.36	12	Avoiding asking questions	+19.55	3	Using **vocabulary** that complies with national conventions	+2.73	21
Avoiding making direct requests	+4.55	10	Using **vocabulary** that complies with national conventions	-1.55	17	Avoiding humor	+32.27	1	Using **grammar** that complies with national conventions	+3.64	20
Avoiding asking questions	+9.55	8	Making frequent gestures	-7.00	27	Deliberately using distorted grammar	+11.36	9	Making frequent gestures	-5.91	28
Switching into English	-3.18	20	Making pronounced gestures	-9.09	28	Switching into English	+5.91	16	Taking long turns speaking	-10.45	29

Table 40: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four most discouraging and the four most encouraging LUBs in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester of their sojourn (Timepoint 2) expressed in the ideal and actual deviation from 50 and ideal and actual average rank of all 29 LUBs taken together

DIMENSION, DISCOURAGEMENT/ENCOURAGEMENT								
	Timepoint 1				Timepoint 2			
	The Most Discouraging LUBs When Performed in an Extremely FT-Like Manner		The Most Encouraging LUBs When Performed in an Extremely FT-Like Manner		The Most Discouraging LUBs When Performed in an Extremely FT-Like Manner		The Most Encouraging LUBs When Performed in an Extremely FT-Like Manner	
	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception
Ideal Deviation from 50	+50	N/A	-50	N/A	+50	N/A	-50	N/A
Actual Average Deviation from 50	+9.25	-3.18	-5.88	+3.36	+17.27	No relevant LUBs.	-8.18	+3.19
Ideal Mean Rank	2.5	N/A	27.5	N/A	2.5	N/A	27.5	N/A
Actual Mean Rank	7.34	20	24	12	7.25	No relevant LUBs.	28.5	20.5

Looking at mean deviations from the midpoint of 50 (in Table 40) at Timepoint 1, the degree of compliance (+9.25) was stronger than that of non-compliance (-3.18) for the most discouraging FT-like LUBs, but not for the most encouraging FT-like LUBs (compliance, -5.88 vs. non-compliance, +3.36). At Timepoint 2, there were no instances of non-compliance for discouraging FT-like LUBs. However, with regard to encouraging FT-like LUBs at Timepoint 2, the degree of compliance (-8.18) was stronger than non-compliance (+3.19).

Furthermore, the degree of compliance as measured by the mean deviation from 50 of FT-like negatively-evaluated LUBs (a) was even stronger at Timepoint 2 than at Timepoint 1 (+17.27 vs. +9.25); and (b) was stronger than the degree of non-compliance as measured by mean deviation from 50 of FT-like positively evaluated LUBs (+17.27 vs. -8.18). Also, among the most encouraging FT-like LUBs, the degree of non-compliance was very slightly stronger at Timepoint 1 than at Timepoint 2. A comparison of actual mean ranks to ideal rank ranges mirrors the findings derived from the examination of mean deviations from 50.

In sum, findings shown in Table 40 both echo and expand on findings reported in Table 38. There is greater compliance between the FT-like LUBs that respondents find discouraging and the FT-unlikeness they observed in these same LUBs than between which FT-like LUBs respondents deemed encouraging and the FT-likeness they observed in these same LUBs with regard to scope (Table 38) and intensity (Table 40). Simply put, sojourners felt that their native-speaker peers were comprehensively better at avoiding discouraging than providing encouraging FT-like LUBs.

RQ3.3 To what degree did sojourning U.S. American intermediate college learners of German perceive the four language-use behaviors (LUBs) that they considered to be most socially excluding and the four LUBs that they considered to be most socially including when these LUBs were realized in their most extreme FT-like form, to actually be realized as FT-like in the speech directed at them by their German native-speaker peers during the initial week (Timepoint 1) and at the end of the first semester (Timepoint 2) of their sojourn?

Tables 41, 42, and 43 in format are identical to the previous sets of three tables in RQs 3.1. and 3.2, but they provide information on the dimension related to signaling of social ex/inclusion.

Table 41: Respondents' perceptions of the FT-likeness or FT-unlikeness of the (a) four LUBs that in their most FT-like form were evaluated as most socially-excluding; and (b) the four LUBs that in their most FT-like form were evaluated as most socially-including in the speech of German native-speakers directed at sojourners during their initial weeks (Timepoint 1) and at the end of their first semester at a university in Germany (Timepoint 2), expressed in means that indicate (1) the degree of social ex/inclusion associated with a given LUB when realized in its most FT-like form; and (2) the degree of FT-likeness or FT-unlikeness with which respondents perceived a LUB to be realized

DIMENSION, SIGNALING OF SOCIAL EXCLUSION/INCLUSION											
Timepoint 1						**Timepoint 2**					
The Most Socially-Excluding LUBs When Performed in an Extremely FT-Like Manner			**The Most Socially-Including LUBs When Performed in an Extremely FT-Like Manner**			**The Most Socially-Excluding LUBs When Performed in an Extremely FT-Like Manner**			**The Most Socially-Including LUBs When Performed in an Extremely FT-Like Manner**		
LUBs	**Average Evaluation of Social Exclusion[37]**	**Average Perceived FT-Un/ Likeness[38]**	**LUBs**	**Average Evaluation of Social Inclusion[39]**	**Average Perceived FT-Un/ Likeness**	**LUBs**	**Average Evaluation of Social Exclusion**	**Average Perceived FT-Un/ Likeness**	**LUBs**	**Average Evaluation of Social Inclusion**	**Average Perceived FT-Un/ Likeness**
Avoiding references to German-specific cultural events or practices	28.64	64.09	Using **vocabulary** that complies with national conventions	66.27	48.45	Avoiding references to German-specific cultural events or practices	34.43	63.64	Using **grammar** that complies with national conventions	60.54	53.64
Avoiding humor	27.27	69.55	Using **grammar** that complies with national conventions	63.55	53.36	Avoiding humor	27.12	82.27	Using **vocabulary** that complies with national conventions	59.46	52.73
Avoiding making direct requests	21.82	54.55	Making pronounced facial expressions	59.09	46.09	Avoiding asking questions	25.00	69.55	Speaking slowly	57.32	58.64
Avoiding asking questions	17.27	59.55	Making frequent pauses between words & phrases	59.00	49.55	Avoiding making direct requests	23.21	63.64	Using simple **grammar**	56.96	54.55

[37] **Average Evaluation of Social Exclusion**: scores under 50 indicate that FT-likeness is associated with social exclusion.
[38] **Average Perceived FT-Un/Likeness**: scores between 0–49 correspond to FT-likeness; means between 51–100 correspond to FT-unlikeness.
[39] **Average Evaluation of Social Inclusion**: scores over 50 indicate that FT-likeness is associated with social inclusion.

At Timepoint 1, the degree of compliance was slightly greater for socially-excluding FT-like LUBs than for socially-including FT-like LUBs, i.e., 4 LUBs vs. 3 LUBs complied. At Timepoint 2, however, all socially-excluding FT-like LUBs complied with respondent expectations, whereas none of the socially-including FT-like LUBs did.

That is, at Timepoint 2, sojourners perceived their native-speaker peers to tend away from FT-likeness in both the most socially-excluding and socially-including FT-like LUBs. In sum, study participants considered their native-speaker peers to be more adept at avoiding FT-related social exclusion than at providing FT-related social inclusion.

Table 42: *Respondents' perceptions of the FT-likeness or FT-unlikeness of the four most socially-excluding and the four most socially-including LUBs in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester at a university in Germany (Timepoint 2) expressed in deviation from 50 and rank of all 29 LUBs taken together*

DIMENSION, SIGNALING OF SOCIAL EXCLUSION/INCLUSION											
Timepoint 1						**Timepoint 2**					
The Most Socially-Excluding LUBs When Performed in an Extremely FT-Like Manner			**The Most Socially-Including LUBs When Performed in an Extremely FT-Like Manner**			**The Most Socially-Excluding LUBs When Performed in an Extremely FT-Like Manner**			**The Most Socially-Including LUBs When Performed in an Extremely FT-Like Manner**		
LUB	**Perceived Realization**		**LUB**	**Perceived Realization**		**LUB**	**Perceived Realization**		**LUB**	**Perceived Realization**	
	Deviation from 50	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**
Positive deviations from 50 und higher ranks correspond to FT-unlikeness, while negative correlations and lower ranks correspond to FT-likeness.											
Avoiding references to German-specific cultural events or practices	+14.09	3	Using **vocabulary** that complies with national conventions	-1.55	17	Avoiding references to German-specific cultural events or practices	+13.64	7b	Using **grammar** that complies with national conventions	+3.64	20
Avoiding humor	+19.55	1	Using **grammar** that complies with national conventions	+3.36	12	Avoiding humor	+32.27	1	Using **vocabulary** that complies with national conventions	+2.73	21
Avoiding making direct requests	+4.55	10	Making pronounced facial expressions	-3.91	22	Avoiding asking questions	+19.55	3	Speaking slowly	+8.64	13a
Avoiding asking questions	+9.55	8	Making frequent pauses between words and phrases	-0.45	15	Avoiding making direct requests	+13.64	7a	Using simple **grammar**	+4.55	17

Table 43: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four most socially-excluding and the four most socially-including LUBs in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester of their sojourn (Timepoint 2) expressed in the ideal and actual deviation from 50 and ideal and actual average rank of all 29 LUBs taken together

DIMENSION, SIGNALING OF SOCIAL EXCLUSION/INCLUSION								
	Timepoint 1				**Timepoint 2**			
	The Most Socially-Excluding LUBs When Performed in an Extremely FT-Like Manner		**The Most Socially-Including LUBs When Performed in an Extremely FT-Like Manner**		**The Most Socially-Excluding LUBs When Performed in an Extremely FT-Like Manner**		**The Most Socially-Including LUBs When Performed in an Extremely FT-Like Manner**	
	Compliance With Perception	**Non-Compliance With Perception**	**Compliance With Perception**	**Non-Compliance With Perception**	**Compliance With Perception**	**Non-Compliance With Perception**	**Compliance With Perception**	**Non-Compliance With Perception**
Ideal Deviation from 50	+50	N/A	-50	N/A	+50	N/A	-50	N/A
Actual Average Deviation from 50	+11.94	No relevant LUBs.	-1.84	+3.36	+19.78	No relevant LUBs.	No relevant LUBs.	+4.89
Ideal Mean Rank	2.5	N/A	27.5	N/A	2.5	N/A	27.5	N/A
Actual Mean Rank	5.5	No relevant LUBs.	24	12	4.5	No relevant LUBs.	No relevant LUBs.	17.75

At Timepoint 1, the actual average deviations from the midpoint of 50 (as listed in Table 43), showed that the degree of non-compliance was stronger than that of compliance for the most socially-including FT-like LUBs (+3.36 vs. -1.84), but this comparison was not possible for socially-excluding FT-like LUBs since there were no instances of non-compliance for socially-excluding FT-like LUBs. Similarly, at Timepoint 2, there were no instances of non-compliance for socially-excluding FT-like LUBs and no instances of compliance for socially-including FT-like LUBs. However, the degree of compliance for FT-like LUBs that were evaluated to be socially excluding, as measured by the mean deviation from 50, was: (a) even stronger at Timepoint 2 than at Timepoint 1 (+11.94 vs. +19.78); and (b) stronger than the degree of non-compliance measured for socially-including FT-like LUBs (+19.78 vs. +4.89). A comparison of actual to ideal mean ranks mirrors these findings.

In sum, findings shown in Table 43 both echo and expand on findings reported in Table 41. Most fundamentally, sojourners felt that their native-speaker peers were comprehensively better at avoiding socially excluding than providing socially including FT-like LUBs.

RQ3.4 To what degree did sojourning U.S. American intermediate college learners of German perceive the four language-use behaviors (LUBs) that they considered to be most condescending and the four LUBs that they considered to be most accommodating when these LUBs were realized in their most extreme FT-like form, to actually be realized as FT-like in the speech directed at them by their German native-speaker peers during the initial week (Timepoint 1) and at the end of the first semester (Timepoint 2) of their sojourn?

Tables 44, 45, and 46 in format are identical to previous sets of tables, but in content they provide information on the dimension related to condescension/accommodation.

Table 44: Respondents' perceptions of the FT-likeness or FT-unlikeness of the (a) four LUBs that in their most FT-like form were evaluated as most condescending; and (b) the four LUBs that in their most FT-like form were evaluated as most accommodating in the speech of German native-speakers directed at sojourners during their initial weeks (Timepoint 1) and at the end of their first semester at a university in Germany (Timepoint 2), expressed in means that indicate (1) the degree of condescension/accommodation associated with a given LUB when realized in its most FT-like form; and (2) the degree of FT-likeness or FT-unlikeness with which respondents perceived a LUB to be realized

DIMENSION, SIGNALING OF CONDESCENSION/ACCOMMODATION											
Timepoint 1						**Timepoint 2**					
The Most Condescending LUBs When Performed in an Extremely FT-Like Manner			**The Most Accommodating LUBs When Performed in an Extremely FT-Like Manner**			**The Most Condescending LUBs When Performed in an Extremely FT-Like Manner**			**The Most Accommodating LUBs When Performed in an Extremely FT-Like Manner**		
LUBs	**Average Evaluation of Conde-scension**[40]	**Average Perceived FT-un/ likeness**[41]	**LUBs**	**Average Evaluation of Accomm-odation**[42]	**Average Perceived FT-un/ likeness**	**LUBs**	**Average Evaluation of Conde-scension**	**Average Perceived FT-un/ likeness**	**LUBs**	**Average Evaluation of Accomm-odation**	**Average Perceived FT-un/ likeness**
Deliberately using distorted grammar	30.64	63.64	Using **grammar** that complies with national conventions	68.64	53.36	Avoiding making direct requests	35.36	63.64	Using **vocabulary** that complies with national conventions	68.57	52.73
Avoiding humor	30.45	69.55	Using **vocabulary** that complies with national conventions	65.45	48.45	Avoiding asking questions	31.07	69.55	Using **grammar** that complies with national conventions	63.93	53.64
Switching into English	30.45	46.82	Making frequent gestures	63.64	43.00	Avoiding humor	28.57	82.27	Making frequent facial expressions	59.29	44.55
Avoiding asking questions	15.88	59.55	Making pronounced gestures	63.18	40.91	Deliberately using distorted grammar	25.18	61.36	Making frequent gestures	56.43	44.09

[40] **Average Evaluation of Condescension**: scores under 50 indicate that FT-likeness is associated with condescension.
[41] **Average Perceived FT-Un/Likeness**: scores between 0–49 correspond to FT-likeness; means between 51–100 correspond to FT-unlikeness.
[42] **Average Evaluation of Accommodation**: scores over 50 indicate that FT-likeness is associated with accommodation.

At Timepoint 1, the scope of compliance (i.e., the proportion of implicated LUBs) between an FT-like LUB's evaluation as condescending or accommodating and its perceived realization as FT-like or FT-unlike was balanced, i.e., three condescending and three accommodating FT-like LUBs were implicated. At Timepoint 2, however, all condescending FT-like LUBs complied with respondent expectations, whereas only half (2) of the accommodating FT-like LUBs complied. Specifically, at Timepoint 2, sojourners perceived their native-speaker peers to tend away from FT-likeness in those two LUBs that respondents would have perceived as most accommodating in FT-like form. Conversely, respondents at Timepoint 2 also believed that their native-speaker peers were able to avoid FT-likeness in LUBs that in their most FT-like form would be condescending.

In short, after a semester abroad, study participants considered their native-speaker peers to be more adept at avoiding FT-related condescension and less adept at providing FT-related accommodation than they had originally imagined.

Table 45: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four most condescending and the four most accommodating LUBs in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester at a university in Germany (Timepoint 2) expressed in deviation from 50 and rank of all 29 LUBs taken together

DIMENSION, SIGNALING OF CONDESCENSION/ACCOMMODATION										
Timepoint 1						**Timepoint 2**				
The Most Condescending LUBs When Performed in an Extremely FT-Like Manner			**The Most Accommodating LUBs When Performed in an Extremely FT-Like Manner**			**The Most Condescending LUBs When Performed in an Extremely FT-Like Manner**			**The Most Accommodating LUBs When Performed in an Extremely FT-Like Manner**	
LUB	**Perceived Realization**		**LUB**	**Perceived Realization**		**LUB**	**Perceived Realization**		**LUB**	**Perceived Realization**	
	Deviation from 50	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**
Positive deviations from 50 und higher ranks correspond to FT-unlikeness, while negative correlations and lower ranks correspond to FT-likeness.											
Deliberately using distorted grammar	+13.64	4	Using **grammar** that complies with national conventions	+3.36	12	Avoiding making direct requests	+13.64	7a	Using **vocabulary** that complies with national conventions	+2.73	21
Avoiding humor	+19.55	1	Using **vocabulary** that complies with national conventions	-1.55	17	Avoiding asking questions	+19.55	3	Using **grammar** that complies with national conventions	+3.64	20
Switching into English	-3.18	20	Making frequent gestures	-7.00	27	Avoiding humor	+32.27	1	Making frequent facial expressions	-5.45	27
Avoiding asking questions	+9.55	8	Making pronounced gestures	-9.09	28	Deliberately using distorted grammar	+11.36	9	Making frequent gestures	-5.91	28

Table 46: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four most condescending and the four most accommodating LUBs in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester of their sojourn (Timepoint 2) expressed in the ideal and actual deviation from 50 and ideal and actual average rank of all 29 LUBs taken together

DIMENSION, SIGNALING OF CONDESCENSION/ACCOMMODATION								
	Timepoint 1				Timepoint 2			
	The Most Condescending LUBs When Performed in an Extremely FT-Like Manner		The Most Accommodating LUBs When Performed in an Extremely FT-Like Manner		The Most Condescending LUBs When Performed in an Extremely FT-Like Manner		The Most Accommodating LUBs When Performed in an Extremely FT-Like Manner	
	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception	Compliance With Perception	Non-Compliance With Perception
Ideal Deviation from 50	+50	N/A	-50	N/A	+50	N/A	-50	N/A
Actual Average Deviation from 50	+14.25	-3.18	-5.88	+3.36	+19.21	No relevant LUBs.	-5.68	+3.19
Ideal Mean Rank	2.5	N/A	27.5	N/A	2.5	N/A	27.5	N/A
Actual Mean Rank	8.25	20	24	12	5	No relevant LUBs.	27.5	20.5

Looking at mean deviations from the midpoint of 50, as listed in Table 46 at Timepoint 1, the degree of compliance was stronger than that of non-compliance for the most condescending FT-like LUBs (+14.25 vs. -3.18) but not for the most accommodating FT-like LUBs (-5.88 vs. +3.36). At Timepoint 2, there were no instances of non-compliance for condescending FT-like LUBs, but the degree of non-compliance was stronger than the degree of compliance for accommodating FT-like LUBs (+3.19 vs. -5.68).

The degree of compliance as measured by the mean deviation from 50 of FT-like condescending FT-like LUBs were even stronger at Timepoint 2 than at Timepoint 1 (+19.21 vs. +14.25). However, the opposite is true for the degree of compliance as well the degree of non-compliance of FT-like positively-evaluated LUBs; both compliance (-5.88 vs. -5.68) and non-compliance (+3.36 vs. +3.19) were weaker at Timepoint 2 (+19.21 vs. 4.32). A comparison of actual mean ranks to ideal rank ranges mirrors the findings.

In sum, findings shown in Table 46 both echo and expand on findings reported in Table 44. There is greater compliance between the FT-like LUBs that respondents find condescending and the FT-unlikeness they observed in these same LUBs than between which FT-like LUBs respondents deemed accommodating and the FT-likeness they observed in these same LUBs in two regards: (a) scope, as measured in the proportion of implicated LUBs (Table 44); and (b) intensity, as measured via comparisons of ideal/mean deviations from 50 and ideal/mean ranks of FT-likeness to FT-unlikeness. That is, sojourners felt that their native-speaker peers were comprehensively better at avoiding condescending than providing accommodating FT-like LUBs.

RQ3.5 To what degree did sojourning U.S. American intermediate college learners of German perceive the four language-use behaviors (LUBs) that they considered to convey the highest opinion of their L2 German proficiency and the four LUBs that they considered to convey the lowest opinion of their L2 German proficiency when these LUBs were realized in their most extreme FT-like form, to actually be realized as FT-like in the speech directed at them by their German native-speaker peers during the initial week (Timepoint 1) and at the end of the first semester (Timepoint 2) of their sojourn?

Tables 47, 48, and 49 in format are identical to previous sets of tables, but in content they provide information on the dimension related to FT-like LUBs that convey a low or high opinion of an L2 user's proficiency in German.

Table 47: Respondents' perceptions of the FT-likeness or FT-unlikeness of the (a) four LUBs that in their most FT-like form were evaluated to convey the lowest opinion of an L2 user's proficiency in German; and (b) the four LUBs that in their most FT-like form were evaluated convey the high opinion of an L2 user's proficiency in German in the speech of German native-speakers directed at sojourners during their initial weeks (Timepoint 1) and at the end of their first semester at a university in Germany (Timepoint 2), expressed in means that indicate (1) the degree to which a given LUB conveys a low/high opinion of an L2 user's proficiency in German when realized in its most FT-like form; and (2) the degree of FT-likeness or FT-unlikeness with which respondents perceived a LUB to be realized

DIMENSION, CONVEYANCE OF A LOW/HIGH OPINION OF AN L2 USER'S PROFICIENCY IN GERMAN											
Timepoint 1						**Timepoint 2**					
The LUBs That Convey the Lowest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner			**The LUBs That Convey the Highest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**			**The LUBs That Convey the Lowest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**			**The LUBs That Convey the Highest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**		
LUBs	**Average Evaluation of NS Low Opinion** [43]	**Average Perceived FT-un/ likeness**[44]	**LUBs**	**Average Evaluation of NS High Opinion**[45]	**Average Perceived FT-un/ likeness**	**LUBs**	**Average Evaluation of NS Low Opinion**	**Average Perceived FT-un/ likeness**	**LUBs**	**Average Evaluation of NS High Opinion**	**Average Perceived FT-un/ likeness**
Avoiding asking questions	22.36	59.55	Using **grammar** that complies with national conventions	52.27	53.36	Avoiding asking questions	25.54	69.55	Using **vocabulary** that complies with national conventions	48.04	52.73
Deliberatel y using distorted grammar	21.18	63.64	Using **vocabulary** that complies with national conventions	50.91	48.45	Avoiding humor	25.54	82.27	Using **grammar** that complies with national conventions	47.14	53.64
Avoiding making direct requests	19.09	54.55	Making frequent gestures	50.91	43.00	Switching into English	21.07	55.91	Making frequent gestures	47.14	44.09
Switching into English	14.55	46.82	Making frequent facial expressions	44.09	43.18	Deliberately using distorted grammar	13.57	61.36	Making frequent facial expressions	44.82	44.55

[43] **Average Evaluation of NS Low Opinion**: Means under 50 indicate that FT-likeness is associated with X.
[44] **Average Perceived FT-un/likeness**: means under 50 correspond to FT-likeness; means over 50 correspond to FT-unlikeness.
[45] **Average Evaluation of NS High Opinion**: scores over 50 indicate that FT-likeness is associated with Y.

At Timepoint 1, the degree of compliance was slightly greater for FT-like LUBs that conveyed a particularly low opinion of an L2 user's proficiency in German than those FT-like LUBs that conveyed a particularly high opinion of an L2 user's proficiency in German, i.e., 3 LUBs vs. 2 LUBs complied. At Timepoint 2, however, all socially-excluding FT-like LUBs complied with respondent expectations, whereas none of the socially-including FT-like LUBs did.

In other words, at Timepoint 2, sojourners perceived their native-speaker peers to tend away from FT-likeness in those LUBs that respondents would have perceived as conveying the highest opinion of an L2 user's proficiency in German in FT-like form. Conversely, respondents at Timepoint 2 also believed that their native-speaker peers were able to avoid FT-likeness in LUBs that in their most FT-like form would convey the lowest opinion of an L2 user's proficiency in German. In short, study participants considered their native-speaker peers to be more adept at avoiding FT-related negative evaluations of L2 proficiency in German than at providing FT-related positive evaluations of L2 proficiency in German.

Table 48: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four FT-like LUBs that convey the lowest and highest opinion of an L2 user's proficiency in German in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester at a university in Germany (Timepoint 2) expressed in deviation from 50 and rank of all 29 LUBs taken together

DIMENSION, CONVEYANCE OF A LOW/HIGH OPINION OF AN L2 USER'S PROFICIENCY IN GERMAN										
Timepoint 1						**Timepoint 2**				
The LUBs That Convey the Lowest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner			**The LUBs That Convey the Highest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**			**The LUBs That Convey the Lowest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**			**The LUBs That Convey the Highest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**		
LUBs	**Perceived Realization**		**LUBs**	**Perceived Realization**		**LUBs**	**Perceived Realization**		**LUBs**	**Perceived Realization**	
	Deviation from 50	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**		**Deviation from 50**	**Rank**
Positive deviations from 50 und higher ranks correspond to FT-unlikeness, while negative correlations and lower ranks correspond to FT-likeness.											
Avoiding asking questions	+9.55	8	Using **grammar** that complies with national conventions	+3.36	12	Avoiding asking questions	+19.55	3	Using **vocabulary** that complies with national conventions	+2.73	21
Deliberately using distorted grammar	+13.64	4	Using **vocabulary** that complies with national conventions	-1.55	17	Avoiding humor	+32.27	1	Using **grammar** that complies with national conventions	+3.64	20
Avoiding making direct requests	+4.55	10	Making frequent gestures	-7.00	27	Switching into English	+5.91	16	Making frequent gestures	-5.91	28
Switching into English	-3.18	20	Making frequent facial expressions	-6.82	25a	Deliberately using distorted grammar	+11.36	9	Making frequent facial expressions	-5.45	27

Table 49: Respondents' perceptions of the FT-likeness or FT-unlikeness of the four FT-like LUBs that convey the lowest and highest opinion of an L2 user's proficiency in German in the speech of German native-speaker directed at respondents during the initial weeks (Timepoint 1) and at the end of the first semester at a university in Germany (Timepoint 2) expressed in the ideal and actual deviation from 50 and ideal and actual average rank of all 29 LUBs taken together

DIMENSION, CONVEYANCE OF A LOW/HIGH OPINION OF AN L2 USER'S PROFICIENCY IN GERMAN								
	Timepoint 1				**Timepoint 2**			
	The LUBs That Convey the Lowest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner		**The LUBs That Convey the Highest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**		**The LUBs That Convey the Lowest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**		**The LUBs That Convey the Highest Opinion of L2 Proficiency When Performed in an Extremely FT-Like Manner**	
	Compliance With Perception	**Non-Compliance With Perception**	**Compliance With Perception**	**Non-Compliance With Perception**	**Compliance With Perception**	**Non-Compliance With Perception**	**Compliance With Perception**	**Non-Compliance With Perception**
Ideal Deviation from 50	+50	N/A	-50	N/A	+50	N/A	-50	N/A
Actual Average Deviation from 50	+9.25	-3.18	-4.28	-1.73	+17.27	No relevant LUBs.	No relevant LUBs.	-1.25
Ideal Mean Rank	2.5	N/A	27.5	N/A	2.5	N/A	27.5	N/A
Actual Mean Rank	7.34	20	24	18.5	7.25	No relevant LUBs.	No relevant LUBs.	24

Looking at mean deviations from the midpoint of 50, as listed in Table 49 at Timepoint 1, the degree of compliance was stronger than that of non-compliance for both the FT-like LUBs that convey the lowest (+9.25 vs. -4.28) and highest (-3.18 vs. -1.73) opinion of an L2 user's proficiency in German. At Timepoint 2, there were no instances of non-compliance for FT-like LUBs that convey a low opinion of an L2 user's proficiency in German, and there were no instances of non-compliance for FT-like LUBs that convey a high opinion of an L2 user's proficiency in German. However, the degree of compliance for FT-like LUBs that were evaluated to convey a low opinion of an L2 user's proficiency in German, as measured by the mean deviation from 50, was: (a) even stronger at Timepoint 2 than at Timepoint 1 (+9.25 vs. +17.27); and (b) stronger than the degree of non-compliance measured for FT-like LUBs that convey a high opinion of an L2 user's proficiency in German (+17.27 vs. -1.25). A comparison of actual to ideal mean ranks mirrors these findings.

In sum, findings shown in Table 49 both echo and expand on findings reported in Table 47. Following the same general trend as other dimensions, sojourners felt that their native-speaker peers were comprehensively better at avoiding FT-like LUBs that convey a low opinion of their L2 proficiency in German than those that convey a high opinion of their L2 proficiency in German.

RQ3.6. How did respondents' dis/preferences for FT-like LUBs comply with their perceptions of these same LUBs as being realized in a more or less FT-like manner compare between reports in their initial weeks at a university in Germany (Timepoint 1) and reports at the end of their first semester (Timepoint 2)?

This RQ aimed to explore overarching trends of compliance/non-compliance by positively- and negatively-evaluated FT-like LUBs, respectively, at Timepoint 1 and

Timepoint 2 with regard to specific LUBs. As a reminder, compliance is defined as the correspondence of the perceived FT-un/likeness of a given language-use behavior (LUB) enacted by native speaker peers relative to L2 learners' preference or dispreference for FT-likeness. For ease of discussion, I would like to introduce two concepts: positive compliance and negative compliance. Positive compliance will refer to instances in which positively connoted FT-like LUBs were perceived to be realized as rather FT-like; conversely, negative compliance encompasses cases in which negatively FT-like LUBs were thought to be produced in a rather FT-unlike manner. The tables presented in this RQ will summarize information shown under previous RQs (i.e., RQs 3.1-3.5) and respective tables (Table 35 [RQ3.1], Table 38 [RQ3.2], Table 41 [RQ3.3], Table 44 [RQ3.4], and Table 47 [RQ3.5]).

3.6.1. The scope of negative and positive compliance, respectively

Table 50 (below) shows the percentages of negative (highlighted in shades of orange) and positive (highlighted in shades of green) compliance by dimension as well as in respective totals (compliance in all most positively- and all most negatively-connoted LUBs, respectively, taken together) at Timepoint 1 and at Timepoint 2. Specifically, the higher the rate of compliance under a given dimension, the darker a shade of each color was applied in increments of 25%, which were chosen to reflect that 100% equaled four LUBs. White coloring corresponded to a rate of compliance equal to 0%. A very light orange/green (which actually was not used) would indicate a compliance rate of 25%; a somewhat darker shade of orange/green a compliance rate of 50%; the next darkest shade of orange/green a compliance rate of 75%; and the darkest shade orange/green a compliance rate of 100%. Total means were expected to fall outside of the 25% increments. They were highlighted in the shade that came closest to their value.

Table 50: Rates of negative (related to negatively-connoted dimensions) and positive (related to positively-connoted dimensions) compliance by dimension and in respective totals at each timepoint

Dimension	Timepoint 1	Timepoint 2
PARTICULARLY NEGATIVELY-CONNOTED FT-LIKE LUBS		
Particularly Distracting	75%	100%
Particularly Discouraging	75%	100%
Particularly Socially Excluding	100%	100%
Particularly Condescending	75%	100%
Conveying a Particularly Low Opinion of L2 Proficiency	75%	100%
TOTAL MEAN NEGATIVE COMPLIANCE	**80%**	**100%**
PARTICULARLY POSITIVELY-CONNOTED FT-LIKE LUBS		
Particularly Helpful	50%	0%
Particularly Encouraging	75%	50%
Particularly Socially Including	75%	0%
Particularly Accommodating	75%	50%
Conveying a Particularly High Opinion of L2 Proficiency	50%	0%
TOTAL MEAN POSITIVE COMPLIANCE	**65%**	**20%**

As shown in Table 50, at both timepoints negative compliance was broader (encompassed a greater percentage of LUBs) than positive compliance. Furthermore, this trend was much more pronounced at Timepoint 2, with each dimension of negatively-evaluated FT-like LUBs reaching a 100% compliance rate. Simultaneously, the already lower rate of compliance for positively-evaluated FT-like LUBs at Timepoint 1 (total average, 65%) decreased further to a total average of 20%.

That is, NS peers were perceived as more capable and/or willing of avoiding FT-like behavior that was evaluated as particularly negative by respondents than these same NS peers were perceived as capable and/or willing of providing FT-like behavior that was evaluated as particularly positively. This was especially true for Timepoint 2.

Specific results at Timepoint 1 and Timepoint 2 underscored this trend. For example, socially-excluding FT-like LUBs were at 100% negative compliance at both timepoints, whereas, at Timepoint 2, the rate of positive compliance for socially-including FT-like LUBs

was zero. Similarly, helpful FT-like LUBs only had a 50% rate of positive compliance at Timepoint 1 and then trended toward a rate of 0% positive compliance at Timepoint 2. In sum, at Timepoint 2, for the dimensions of distraction/helpfulness and social exclusion/inclusion, negative compliance differed from positive compliance to the maximally possible extent (negative compliance, 100%; positive compliance, 0%).

3.6.2. Rates of negative and positive compliance, respectively, by specific FT-like LUBs and dimensions

Table 51 (below) shows patterns of negative compliance as they pertain to those FT-like LUBs that were evaluated as particularly negatively under each of the five dimensions at at least one of the two timepoints.

Table 51 therefore offers a reminder of which specific FT-like LUBs were singled out as particularly bothersome at which timepoint/s and uses the following color-coding scheme to indicate negative compliance (a match between dispreference for an FT-like LUB and perceived FT-unlike production in the speech of NS peers) or, conversely, non-compliance at one or both timepoints. First, FT-like LUBs were shaded in orange when they were associated with negative compliance at every timepoint at which they occurred. Shading was used to indicate at how many and which timepoints a given FT-like LUB emerged among the most negatively connoted in a given dimension, i.e., how many times and when they were eligible for – and indeed, showed – negative compliance. The darkest shade of orange indicates that an FT-like LUB occurred among the most negatively evaluated under a given dimension at both timepoints and, as explained, at both times associated with negative compliance. A medium shade of orange marks out FT-like LUBs that were mentioned among the most negatively connoted only later in the study (at Timepoint 2) and then also showed negative compliance; and the lightest shade of orange references FT-like LUBs listed among the most negatively perceived only at Timepoint 1, again combined with negative

compliance. Conversely, three shades of gray were applied to signal FT-like LUBs that ranked among the four most negatively perceived under a given dimension and were associated with non-compliance in all their occurrences. The darkest shade of gray indicates FT-like LUBs that emerged among the four most negatively connoted FT-like LUBs under a dimension at both timepoints and were not compliant at either time; a medium shade of gray marks FT-like LUBs that were deemed to be particularly negative only at Timepoint 2 and then, turned out to be non-compliant; and the lightest shade of gray signals that an FT-like LUB was mentioned as particularly negative only at Timepoint 1 and, again, without negative compliance.

Two shades of purple were used to highlight FT-like LUBs that were perceived in particularly negative terms under a dimension at both timepoints but demonstrated negative compliance at only one of them. The darker shade of purple indicates negative compliance only at Timepoint 2; the lighter shade of purple signals negative compliance only at Timepoint 1. This procedure will also apply to Table 52 but in Table 51 (just below), only the lighter shade of purple came into use, i.e., negative compliance for that FT-like LUB was measured only at Timepoint 1.

Table 51: Patterns of compliance of those FT-like LUBs that were perceived as particularly negatively during the initial weeks (Timepoint 1) and at the end of the first semester at a university in Germany (Timepoint 2)

Particularly Distracting FT-Like LUBs	**Particularly Discouraging FT-Like LUBs**	**Particularly Socially-Excluding FT-Like LUBs**	**Particularly Condescending FT-Like LUBs**	**FT-like LUBs That Convey a Particularly Low Opinion of an L2 user's L2 Proficiency**
Avoiding asking questions	Avoiding asking questions	Avoiding asking questions	Avoiding asking questions	Avoiding asking questions
Deliberately using distorted grammar	Deliberately using distorted grammar		Deliberately using distorted grammar	Deliberately using distorted grammar

Avoiding making direct requests	Avoiding making direct requests	Avoiding making direct requests	Avoiding making direct requests	Avoiding making direct requests
Avoiding humor	Avoiding humor	Avoiding humor	Avoiding humor	Avoiding humor
Switching into English	Switching into English		Switching into English	Switching into English
		Avoiding references to German-specific cultural events or practices		

As already observed in RT2, a total of six FT-like LUBs (or approximately 20% of the LUB inventory) accounted for the four most negatively-evaluated FT-like LUBs in all five dimensions. Four dimensions (all but that relating to 'social exclusion') featured the exact same five FT-like LUBs as the most bothersome when considering both timepoints together and two FT-like LUBs (*avoiding asking questions; deliberately using distorted grammar*) occurred at both timepoints under four dimensions. As also mentioned in RT2, these six negatively-connoted LUBs share that they reference some form of avoidance, i.e., avoiding certain speech acts (questions, direct requests), humor, deliberately distorted grammar, or the L2 (*switching into English*).

The compactness of the data is complemented by a high degree of (negative) compliance between respondents dispreferring a small and distinct set of FT-like LUBs on the one hand, and on the other, finding that their NS peers tend to not produce these LUBs in an FT-like manner. Of the 24 cells in Table 51 (each representing a mention of an FT-like LUB), 21 (87.5%) were highlighted in a shade of orange, indicating compliance at all occurrences. The one exception to this trend was the FT-like LUB of *switching into English*, which was mentioned among the most negatively-connoted FT-like LUBs only at Timepoint 1 in three dimensions (as distracting, discouraging, and condescending) and then, showed no compliance. This same FT-like LUB was mentioned at both timepoints *as conveying a low opinion of the speaker's L2 proficiency* but showed compliance only at Timepoint 1. In other words, *switching into English* triggered complex associations in respondents. While it started

out as prominent among the four most negatively-connoted FT-like LUBs in four dimensions, it remained so in only one dimension (conveying a low opinion of L2 proficiency) by Timepoint 2. Then, however, it was noted to not be complied with, i.e., NS peers were perceived to engage (rather than not engage) in this FT-like LUB at Timepoint 2, whereas respondents had thought that their NS peers had been rather avoiding this FT-like LUB at Timepoint 1.

Table 52 is identical in format to Table 51, but it shows patterns of positive compliance, i.e., respondents perceiving particularly positively-evaluated FT-like LUBs to be performed in a rather FT-like manner by their NS peers. Furthermore, in place of shades of orange (used in Table 51 to indicate time points of occurrence for FT-like LUBs that were consistently associated with negative compliance) shades of green were used to indicate time points of occurrence for LUBs with consistently positive compliance. Similarly, shades of purple mark FT-like LUBs that ranked among the four most-positively connoted FT-like LUBs at both timepoints but showed compliance at only one, with a lighter shade indicating compliance at Timepoint 1 and a darker shade, compliance at Timepoint 2.

Table 52: Patterns of compliance of those FT-like LUBs that were perceived as particularly positively during the initial weeks (Timepoint 1) and at the end of the first semester at a university in Germany (Timepoint 2)

Particularly Helpful FT-Like LUBs	**Particularly Encouraging FT-Like LUBs**	**Particularly Socially-Including FT-Like LUBs**	**Particularly Accommodating FT-Like LUBs**	**FT-like LUBs That Convey a Particularly Low Opinion of an L2 User's L2 Proficiency**
	Making frequent gestures		Making frequent gestures	Making frequent gestures
			Making frequent facial expressions	Making frequent facial expressions
	Making pronounced gestures		Making pronounced gestures	
	Taking long turns speaking			
Using **vocabulary** that complies with national conventions	Using **vocabulary** that complies with national conventions	Using **vocabulary** that complies with national conventions	Using **vocabulary** that complies with national conventions	Using **vocabulary** that complies with national conventions
		Making frequent pauses between words and phrases		
		Making pronounced facial expressions		
Using simple **grammar**		Using simple **grammar**		
Using **grammar** that complies with national conventions	Using **grammar** that complies with national conventions	Using **grammar** that complies with national conventions	Using **grammar** that complies with national conventions	Using **grammar** that complies with national conventions
Speaking slowly		Speaking slowly		
Using simple **vocabulary**				
Avoiding figurative speech				

As already observed in RT2, a total of twelve different FT-like LUBs (or approximately 40% of the LUB inventory) accounted for the four most positively-evaluated FT-like LUBs when considering all five dimensions at both time points. That is, twice as many different FT-like LUBs were considered in a very positive light (12) than were thought of as particularly negative (a total of six different LUBs; see Table 51). FT-like LUBs with a particularly positive connotation encompassed references to behavior and language modifications rather than avoidance, as was the case for FT-like LUBs with particularly negative connotations. The former include non-verbal behavior (*frequent & pronounced gestures; frequent & pronounced facial expressions*), pacing (*frequent pauses; speaking slowly*); simplification (*using simple grammar; using simple vocabulary*); literalization (*avoiding figurative speech*); and reliance on standard language (*using vocabulary/grammar that complies with national convention*).

However, despite the relative dispersion of data observed for particularly positively-connoted FT-LUBs, two of them formed a core across time (they occurred at both timepoints) and dimensions (they occurred under all five dimensions), i.e., *using grammar that complies with national conventions* and *using vocabulary that complies with national conventions*). No such pattern of universal consistence had emerged for any of the particularly negatively-connoted FT-like LUBs. That is, although the latter had been composed of a more contained set of FT-like LUBs (6 vs. 12), the former had a small but true core (two FT-like LUBs that were mentioned as particularly positive across time and dimensions). As will be touched upon in the next chapter, Discussion, the fact that it was the two FT-like LUBs related to the use of language (grammar and vocabulary) that adheres to national – in contrast to regional – conventions, that formed the core of positively-connoted FT-like LUBs, requires further consideration. Specifically, adherence to national rather than regional language conventions may, from a sociolinguistic perspective, contain aspects of social exclusion or rather,

exclusion from the specific social group of 'locals.' Yet, the NNS respondents in this study did not seem to perceive the situation as such.

What is more, respondents' universal (across all five dimensions) desire for national rather than regional *grammar* did not seem to get satisfied at either timepoint (showed no positive compliance); their desire for national rather than regional *vocabulary*, only at Timepoint 1. The latter raises questions about respondents' perceptual development as sojourners' reporting suggests that by Timepoint 2, their NS peers had been more (not less) likely to use vocabulary that complied with national rather than regional conventions.

Another persistent feature of the most-positively connoted FT-like LUBs concerns the dimension related to the conveyance of a high opinion of an L2 user's proficiency in German. It featured the exact same four FT-like LUBs at both timepoints and was more overall non-compliant than compliant.

Last, of the 26 filled cells in Table 52, each representing the mention of a positively-connoted FT-like LUB under one of the five dimensions, only six (23.08%) were highlighted in a shade of green, indicating positive compliance at each occurrence in time. Then, a slightly higher percentage (34.62%) were shaded in purple, i.e., occurred at both timepoints but were associated with positive compliance at only one of them. A comparable proportion (38.46%) of cells were shaded in gray, signaling non-compliance at every mention.

5. Discussion & Implications

This chapter interprets the results of the present study in the context of SLA research on *foreigner talk* (Chapter 2) and is organized into five main themes: The productivity of the expanded LUB inventory (Subchapter 5.1); Sojourners' perceptions of *foreigner talk* are complex (5.2); Modification vs. accommodation (5.3); and Reconstruction of sojourners' (possible) outlooks (5.4). The final subchapter (5.5) discusses implications for theory, L2 pedagogy, and study abroad programs.

5.1 The Productivity of the Expanded LUB Inventory

A primary aim of this research was to contribute to the filling of a gap in literature on L2 speech accommodation. That is, since its heyday in the 1970s and 1980s, virtually no research had touched upon the subject until the last five years, i.e., literature on the topic was largely nonexistent for approximately 30 years.

On the whole, research has largely focused on cognitive (linguistic) aspects of *foreigner talk* (e.g., Ferguson, 1969; Tarone, 1980; Krashen, 1981; Hatch, 1983; Long, 1985; Hazan et al., 2015; Kangatharan et al., 2015). As recently as 2020, Kudera summarized the overarching linguistic features associated with *foreigner talk* as follows:

> "The most common alternations refer to semantic simplifications; omissions of grammatical units subjectively perceived as difficult ones; lowering the speech rate; extending the vowel space, etc." (104).

In addition to the gap in the timeline, the focus of research – or the conceptualization of what language-use behaviors characterize *foreigner talk* – too, has been very restrictive.

To recall, five of the 12 overarching categories of language-use behaviors (LUBs) deployed in this study were associated with features of *foreigner talk* that corresponded with linguistic features that had been subject to prior investigation and sought to support cognitive processes. These encompassed *the (non-)use of linguistic simplification, pacing and pausing, phonetic realization, (non-)use of body language & facial expression, and the (non-)use of*

distorted/standardized grammar. The remaining seven categories of LUBs expanded into socially-connoted and conversation-organizational contexts that had been suggested in prior L2 research, including that on sojourning, but not in the specific context of *foreigner talk*. These were the *(non-)use of supra-regional language, conversational organization,* the *(non-)use of specific speech acts, (non-)use of non-literal language, (non-)use of culturally-connoted references, (non-)use of transgressive language,* and *language abandonment/maintenance*.

Only a select few publications in recent years have shifted to a more socially-focused emphasis, i.e., research on speech accommodation has started to follow the social turn in SLA (Block, 2003). That is, several studies have dealt with how *foreigner talk* is perceived by L2 learners (e.g., Bobb et al., 2019; Hu, 2022; Kudera, 2020; Labokta & Gelman, 2020; Piazza, et al., 2021). Within this body of literature on the social dimensions of *foreigner talk*, I know of no study that has presented as comprehensive an inventory of hypothesized features of *foreigner talk* or has investigated sojourners' perceptions from as many dimensions and/or at multiple timepoints.

Research Theme (RT) 1 investigated how at two timepoints during their sojourn respondents described this inventory of 29 language-use behaviors (LUBs) as they were typically directed at them native-speaker peers. Also relevant to a more complete picture was the use of a bi-directional scale (0-100, with 0 representing an extreme form of hypothesized FT-like language-use behavior and 100 representing its opposite, i.e., extremely FT-unlike language-use behavior). Whereas the approach to designate one side of the scale as FT-like language-use behavior has definite drawbacks (see also Limitations), the use of a bipolar scale by respondents allowed the data to capture participants' perceptions of talk directed at them by their NS peers regardless of whether these perceptions corresponded with (hypothesized) FT-likeness. That is, it was equally possible for respondents to report

perceived FT-unlikeness as it was to indicate perceived FT-likeness.

In fact, as shown in Table 7, at Timepoint 1, about half (14) of the 29 LUBs tended to be perceived as FT-unlike, the remaining 15 as FT-like. Both types contained LUBs that had not previously been captured in research. The three LUBs that were perceived as the most FT-unlike were *not avoiding humor, not avoiding taboo language or swearing*, and *not avoiding references to German-specific cultural events or practices*. Also, among the six most FT-unlike LUBs figured *not avoiding German-specific common knowledge* and more traditional conceptions of FT-unlike LUBs, i.e., *using standardized rather than distorted grammar* and *blurring sounds together freely*. In contrast, LUBs with more pronounced social or conversation-organizational connotations played a less prominent role among those LUBs that were perceived as more FT-like. Four of the six LUBs that were perceived to be the most FT-like concerned traditional FT-related behaviors, such as *making frequent (and pronounced) gestures* and *facial expressions* and *using simple grammar*. But among these six LUBs also were some that had not been attended to in previous research, such as *taking long turns* and *avoiding word play*. Similarly, *avoiding making indirect requests, avoiding sarcastic language, avoiding figurative language*, and *avoiding exaggerations, half-truths, and untruths* all emerged under LUBs that were perceived as FT-like at Timepoint 1. The range of means from most FT-like (45.06) to most FT-unlike (69.55) LUB, too, indicated that respondents distinguished among the different LUBs offered for rating.

By the measure of mean range, the productivity observed for the full LUB inventory even increased from Timepoint 1 to Timepoint 2 (Table 10), with a mean of 45.31 for the most FT-like LUB and a mean of 82.27 for the most FT-unlike LUB. What is more, by Timepoint 2, the number of LUBs that were perceived as FT-like had decreased from Timepoint 1 (15, i.e., the majority) to six. All but one of these FT-like LUBs (*taking long turns*) represented traditional features of FT, i.e., *frequent & pronounced* (respectively)

gestures and *facial expressions* and *speaking at a high volume*. Without the bipolar scale that allowed ratings of FT-unlikeness as well as of FT-likeness and without the expanded LUB inventory, this shift would have escaped documentation.

5.2 Sojourners' Evaluations of FT-like LUBs Are Complex

Historically, research has painted *foreigner talk* in a primarily negative light. For example, multiple studies have compared features of FT to speech directed at adults with cognitive disabilities (Long, 1983; DePaulo & Coleman, 1986) and evaluated the production of foreigner talk and negotiation of meaning to be 'painstaking' for native speakers (Hatch, 1979; Tarone, 1980). Additional research documents how *foreigner talk* can lead to othering/exclusion (Gass & Varonis, 1994; Rodriguez-Cuadrado et al., 2017), the assumption of inferiority of these 'others' (Kentor, 1998), and stereotyping language varieties (Montrul & Ionin, 2012). In sum, the term '*foreigner talk*' has become stigmatized, and, partially for this reason, was never used with respondents in this study.

However, as described in Chapter 2, as the field of SLA has transitioned in recent years to the use of alternative terms to describe *foreigner talk*, i.e., *foreigner-directed speech* or *non-native-speaker-directed speech*, it has also started to uncover some of its complexities. That is, the same body of socially-focused research on *foreigner talk* (e.g., Margić, 2017; Bobb et al., 2019; Hu, 2022; Kudera, 2020; Labokta & Gelman, 2020; Piazza, et al., 2021) shows that FT may simultaneously have cognitive benefits and social costs. For example, results from survey research by Margić (2017) showed that most **native speaker** respondents deemed *foreigner talk* to facilitate communication, show respect for NNSs, and avoid conflicts. At the same time, however, over a fifth of native-speaker respondents believed that *foreigner talk* was condescending, impeded L2 learning, and caused low-quality communication. Looking at the issue from the opposite perspective, Bobb et al. (2019) found that **non-native speakers** evaluated *foreigner talk* as more respectful than other speech types,

i.e., casual speech, but they found no difference with regard to perceptions of condescension with regard to other speech types. What is more, interviews conducted by Hu (2022) show that non-native speakers can have opposing views of foreigner talk. As a whole, these studies have not completely captured all of the cognitive, social, or conversational-organizational dimensions associated with modification.

This study aimed to account for a measure of complexity in reporting sojourners' evaluations of *foreigner talk*. The intent was not only to allow for a positive (alongside a negative) framing but to also distinguish among specific LUBs, between cognitive (i.e., distraction/helpfulness) and social dimensions (i.e., dis/encouragement, signaling of social ex/inclusion, signaling of condescension/accommodation, and conveyance of a low/high opinion of an L2 user's proficiency in German), and among those different social dimensions, in the expectation that the context (specific dimension and specific LUB) could interact with the evaluation and that diverging evaluations could co-exist across contexts and/or LUBs.

To recall, study participants rated at two timepoints the most FT-like versions of each of the 29 LUBs along five dimensions, expressed in bipolar scales from 0 to 100, i.e., distraction/helpfulness, discouragement/encouragement, signaling of social exclusion/inclusion, signaling of condescension/accommodation, and conveyance of a low/high opinion of an L2 user's proficiency in German. Results at both timepoints supported the expectation of complexity.

First, it needs to be noted that some FT-like LUBs were pervasively viewed negatively or positively. That is, the FT-like LUBs related to *avoiding humor, avoiding making direct requests switching to English,* and *deliberately using distorted grammar* were evaluated as particularly negatively evaluated under four or more dimensions at Timepoint 1 (see Table 21), and *avoiding humor, avoiding asking questions, and deliberately using distorted grammar* were particularly negatively evaluated under all five evaluative dimensions at

Timepoint 2 (see Table 25). Conversely, as shown in Tables 23 and 27, two FT-like LUBs, i.e., *the use of standard rather than regional grammar* and *the use of standard rather than regional vocabulary* emerged as particularly positive under each of the five evaluative dimensions at both timepoints.

Sojourners' perceptions of other FT-like LUBs were more complex. On one hand, particularly positively-connoted FT-like LUBs could either be perceived as particularly cognitively desirable but as particularly socially undesirable (e.g., *using simple grammar* and *speaking slowly* at Timepoint 1 (see Table 23) or *using simple grammar* and *avoiding figurative language* at Timepoint 2 (see Table 27) or vice versa (e.g., *making frequent gestures* at both timepoints (see Tables 23 and 27). On the other hand, while particularly negatively-connoted FT-like LUBs results were seen as particularly socially undesirable but not as particularly cognitively undesirable (e.g., *avoiding asking questions* at Timepoint 1 (see Table 25), this is not illustrative of a more overarching trend. Namely, particularly cognitively and socially undesirable FT-like LUBs tend to overlap, whereas particularly cognitively and socially desirable FT-like LUBs do not. This trend provides evidence for the productivity of cognitive vs. social dimensions and may reflect differences in cognitive intent vs. outcome. In other words, native speaker peers might think they make language 'easier' but, given their limited training and expertise, may not be successful.

Further divergence in the perception of FT-like LUBs can be seen under the four social dimensions. For example, Table 21 shows that, at Timepoint 1, (a) *deliberately using distorted grammar* and *switching into English* were evaluated as particularly discouraging, condescending, and conveying a low opinion of an L2 user's proficiency in German, but not as particularly socially excluding; and (b) *avoiding making direct requests* was evaluated as particularly discouraging, socially excluding, and conveying a low opinion of an L2 user's proficiency in German, but never as particularly condescending. What is more, at Timepoint

1, *using simple grammar* was evaluated as particularly helpful (see Table 23), whereas at Timepoint 2, it was evaluated as particularly positive under a different dimension, i.e., social inclusion (see Table 27). The variation exemplified by these examples illustrates the productivity of the four social dimensions.

5.3 Modification vs. Accommodation

The field of SLA has recognized some differences between modification and accommodation. That is, modifications have been operationalized as the specific changes made to language elements for the purpose of facilitating communication, learning, or assessment in specific contexts (Abedi et al., 2000; Young et al., 2014). Then, under the Communication Accommodation Theory, accommodation is typically equated to *convergence*, or the act of lowering the social distance between two interlocutors (Gasiorek et al., 2015: 3). Most fundamentally, accommodation is 'good' modification. However, the present operationalizations of 'modification' and 'accommodation' carry with them certain conceptual difficulties. First, no study has attempted to create a more comprehensive inventory of modifications. Then, the difference between the two concepts can – at times – be purely subjective. Finally, and perhaps most crucially, 'accommodation' can take two forms, i.e., the use of 'good' modification or the avoidance of 'bad' modification. However, only the latter has been operationalized in SLA research to date.

This study considered multiple forms of accommodation when analyzing whether and how sojourners believed they were accommodated by their native speaker peers in German. To recall, RT3 juxtaposed the prominence with which sojourners perceived FT-like behavior (RT1) and the evaluative dimensions (RT2, cognitive and social dimensions). This juxtaposition rendered two forms of accommodation: (a) positive compliance, which was operationalized as instances in which positively-connoted FT-like LUBs were perceived to be realized as rather FT-like; and (b) negative compliance, which was operationalized as

instances in which negatively FT-like LUBs were thought to be produced in a rather FT-unlike manner. Results may suggest that the present conceptualization of 'accommodation' is insufficient.

This study provides evidence to support that negative compliance and positive compliance are discrete concepts. Most notably, Table 50 illustrated that, at Timepoint 2, rates of negative vs. positive compliance differed in the most extreme way possible, i.e., negative compliance was at 100%, whereas positive compliance was at 0% under the dimensions related to distraction/helpfulness, signaling of social ex/inclusion, and conveyance of a low/high opinion of an L2 user's proficiency in German. These differences would not have been captured if only an overall 'compliance' (i.e., 'accommodation') were to have been considered.

With a differentiated understanding of accommodation, it becomes clear that sojourners report unsatisfied needs, i.e., use of standard language, nonverbal communication, and seem to take these acts as a compliment (see Tables 44 and 47). What is more, by cross-referencing the scope and scale of the six particularly negatively- and the 12 positively-connoted FT-like LUBs (see Tables 51 and 52), it becomes evident that much fewer particularly negatively-connoted FT-like LUBs are needed to do harm. As a result, the lower rates of perceived positive compliance may have to do with NS peers being expected to do so many different things for the benefit of learners.

Furthermore, the cognitive dimension tended to have a somewhat lower rate of compliance than the social dimensions. Specifically, at Timepoint 1, the average rate of negative compliance under the cognitive dimension (75%) was lower than that of positive compliance (81.25%). The same pattern was shown with average positive compliance at Timepoint 2 (i.e., cognitive, 50% vs. social, 68.75%). This trend may (again) outline differences in intent vs. outcome, i.e., native speaker be more successful at following social

best practices than pedagogical given limited experience and/or training.

5.4 Reconstructing Sojourners' (Possible) Outlooks

The three preceding subchapters (5.1-5.3) outlined changes in respondents' imaginings and perceptions from Timepoint 1 to Timepoint 2 with regard to LUBs that were perceived as FT-like, sojourners' evaluations of those FT-like LUBs, and accommodation. However, before proceeding to the reporting of key changes from Timepoint 1 to Timepoint 2, I must note that this study took measurements of sojourners' self-reported L2 proficiency in German at two timepoints separated by a semester. Granted, however, sojourners likely compared their L2 proficiency in German to the German they would expect from a classroom setting, not a naturalistic environment.

In sum, RT1 showed that sojourners imagined more FT-likeness, i.e., modification, among the 29 LUBs at Timepoint 1 than they perceived at Timepoint 2 in terms of scale and scope.

RT2 showed small changes in the strength and scope of sojourners' perception between Timepoint 1 and Timepoint 2, i.e., the particularly negatively-connoted FT-like LUBs were perceived slightly more positively, whereas the particularly positively-connoted FT-like LUBs were perceived slightly less positively. However, some of the particularly negatively-connoted FT-like LUBs showed larger changes, i.e., *switching into English* and *avoiding asking questions* were both perceived as more than 10 points more encouraging at Timepoint 2 (see Table 33). What is more, although *using grammar that complies with national conventions* and *using vocabulary that complies with national conventions* emerged under each of the five evaluative dimensions as particularly positive, the former showed negative changes in perception under every dimension, whereas the latter only showed some positive changes, i.e., in the dimensions related to encouragement and accommodation.

Finally, results from RT3 (i.e., Table 51) show that the scale and scope of negative and positive compliance diverge. That is, the average negative compliance increased from Timepoint 1 to Timepoint 2 (80% to 100%), whereas average positive compliance decreased (65% to 20%).

Overall, Timepoint 1 can be characterized by the following principles: **(1)** sojourners imagined a sizable amount of modification in the speech directed at them by their NS peers; **(2)** sojourners desired opportunities to use their L2 German; **(3)** sojourners felt that, overall, their NS peers would tend to accommodate them.

Then, Timepoint 2 can be overall characterized by the following principles: **(1)** sojourners perceived a limited amount of modification in the speech directed at them by their NS peers; **(2)** sojourners were somewhat more open to the use of regional varieties and language abandonment; **(3)** sojourners felt that their NS peers would tend to avoid negatively-connoted modifications and not readily provide positively-connoted ones.

Now, with the acknowledgement of individual differences in any of the following, I present four potential explanations for to account for these perceptual changes from Timepoint 1 to Timepoint 2: Distance from *teacher talk* (Subchapter 5.4.1); Increased (self-perceived) language proficiency (5.4.2); Repositioning toward the language community (5.4.3); Varying levels of awareness (5.4.4).

5.4.1 Distance From *Teacher Talk*

Most fundamentally, in the context of the L2 classroom, the teacher can be seen as the 'caregiver', and the learner the individual being 'cared for'. This form of 'care' can illustrate either the cognitive intent behind *teacher talk* or its social purposes, i.e., trying to engage learners, create an inclusive classroom environment, etc. (Beebe & Giles, 1984; Butler, 2011; Basra and Toyyibah, 2017). What is more, some research (e.g., Lynch, 1988) provides indirect evidence for learners' awareness of this 'care' in terms of *teacher talk*.

As summarized in Chapter 2, the following cognitive features of *teacher talk* have been identified, i.e., (1) the simplification of grammar, (2) the simplification of vocabulary, (3) exaggerated pronunciation, (4) slower speech rate, (5) careful articulation, (6) high pitch, (7) high volume, (8) exaggerated intonation, (9) shorter sentences, (10) more frequent pauses, (11) longer pauses at constituent boundaries, (12) avoidance of humor, (13) codeswitching, (14) avoidance of idioms (15) neutral (i.e., non-stylized) vocabulary (16) use of gestures (Gaes, 1976; Henzl, 1979; Early, 1985; Chavez, 2006; Hermanto, 2015; Masruuroh & Kusuma, 2018; Kuder, 2017; Korkmaz, 2021; López Bastidas, 2023).

At Timepoint 1, i.e., prior to having much experience in naturalistic settings, sojourners would likely have been influenced by their experiences in instructed settings in the United States. Indeed, all but the two particularly positively-connoted FT-like LUBs associated with facial expressions aligned with the documented features of *teacher talk* at Timepoint 1. That is, they imagined a larger degree of FT-likeness or 'care' on the part of their NS peers. Furthermore, learners seem to differentiate between the use of grammar and vocabulary with regard to national rather than regional conventions, i.e., it seems that sojourners imagined that their NS peers to actively control grammatical aspects of their L1, similar to how a language teacher might do it. Thus, I argue that sojourners – knowingly or not – transfer their expectations of a teacher of German, i.e., *teacher talk,* onto their native-speaker peers.

At Timepoint 2, sojourners had moved away from U.S. classrooms toward German classrooms and frequent interactions with NS peers. This may account for the sizable decrease (-57.14%) in the number of FT-like LUBs identified at Timepoint 2. However, sojourners' perceptions of the overall strength FT-likeness of the LUBs hardly changed over time. Looking at the mean of means (FT-like) in Tables 7 and 10, the average perception decreased from Timepoint 1 to Timepoint 2 by less than one point, i.e., the FT-likeness of

implicated LUBs was on average minimally more pronounced than it was at Timepoint 1. This limited change in the strength of perception of FT-likeness over time may be explained by the continued exposure to *teacher talk* in L2 classrooms in Germany. That is, exposure to NS peers in naturalistic settings may not be enough to counteract their expectations of accommodation. The perspectives that sojourners leave the sheltered environment, i.e., the L2 classroom, at Timepoint 1 is largely maintained at Timepoint 2. Apart from projections of *teacher talk*, this may also have to with sojourners' lived experience with NS peers and/or developing a deeper understanding themselves as L2 users. Collectively, findings support the claim that sojourners desire their NS peers to produce a form of *teacher talk*.

5.4.2 Increased (Self-Perceived) L2 Proficiency

As described in Chapter 3, at Timepoint 1, participants self-assessed their L2 proficiency in German to be at about 39.27% out of a theoretical 100% (like a native speaker) in terms of speaking and 58.27% in terms of listening. Given this average evaluation, it would follow that native speakers would need to modify their speech to converse with AYF students. Indeed, this could well have corresponded with the sojourners' imaginations of more FT-likeness at Timepoint 1, or they could have imagined that they would be accommodated more than they were in practice.

Regardless, at Timepoint 2, sojourners reported growth by about 10% on average in terms of speaking and listening proficiency, i.e., 49.73% and 70.33%, respectively. This increase may have been enough to influence their NS peers' tendency to modify their speech in conversation with sojourners. Although this data was not analyzed in the results of this study, respondents on average reported having spoken to 81.09 native speakers of German at Timepoint 1, and 230.18 at Timepoint 2. They also reported having spoken on average 2,638.77 hours of German at Timepoint 1 and then 2,916.48 hours at Timepoint 2. That is, from Timepoint 1 to Timepoint 2, sojourners reported speaking on average 277 hours of

German (+10.52%) with 184% more native speakers. This lived experience with NS peers could have further informed sojourners' opinions on the use of regional language and the use of English, i.e., they shifted to align with the 'actual' language-use behaviors employed by their NS peers.

5.4.3 Repositioning Toward the Language Community

Kanno & Norton (2003) defined *imagined communities* as "groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination" (p. 241). In their concept, Norton et al. have built upon Wenger's notions of imagination. Imagination serves as a tool that creates mental images that help us "locate and orient ourselves, to see ourselves from a different perspective, to reflect on our situation, and to explore new possibilities" (Wenger, 2010, p. 184). Recent research (e.g., Drewelow, 2011; Nikitina et al., 2014; Nikitina, 2015, 2017, 2019; Chavez, 2020) has indicated that the investigation of accommodation allows insights into how actual and potential learners imagine respective target language communities. That is, sojourners mentally construct language communities they can and want to join. Indeed, how learners perceive these native-speaker communities and their potential place within them influences their engagement with language learning practices and their language learning motivations (Dörnyei, 1990; Norton, 2001; Rubenfeld et al., 2006; Ryan, 2006; Anya, 2011). However, given sojourners' comprehensively positive view of 'standard German'[46] at Timepoint 1, it does not seem that they prioritize joining a specific, localized language community (with its own conventions that may or may not differ from the standard). Rather, it seems that simply being deemed a worthy conversational in the sense that they (the NNS) can follow a conversation in German may be sufficient (e.g., *switching into English shortly after the conversation began* had the highest degree of imagined negativity at Timepoint 1).

[46] It is unclear how respondents (a) understand "standard German" and (b) distinguish it from a local variety.

At Timepoint 2, although learners insisted on the use of a 'standard variety' of their L2 considerably less, they still showed an overall preference toward it, i.e., they still did not seem to desire to join a localized language community. This may suggest that sojourners did not realize that the concept of 'standard German' is fictitious. This issue may stem from (1) sojourners being unaware of the social importance of regional language, which may in part have to do with the pervasive concept of a 'universal' imaginary language called 'German' (Bex, 1994; Milroy, 2001; Troyan, 2012; Hall et al., 2017; del Valle, 2019; Kilmanova & Hellmich, 2020); (2) the transference of potential biases in their L1 about 'regional language'; or (3) sojourners' (in)ability to recognize regional language. On the other hand, learners may also not desire to converse with locals, but rather other students despite living and engaging in a specific local community (i.e., Freiburg). Overall, the preferences of sojourners remained somewhat static and, in fact, may differ from actual native-speaker communities. Thus, learner preferences may contradict the classic (yet unreflected) desire to speak an L2 'like a native speaker'.

5.4.4 Varying Degrees of Awareness

As discussed, the idea of noticing has been researched in SLA from the lens on focus on form. Specifically, Schmidt's *Noticing Hypothesis* (1990) holds that intake is the part of input that is noticed by the learner; specifically, "people learn about the things that they attend to and do not learn much about the things they do not attend to" (Schmidt, 2001: 30). Richard (2012) elucidates that learners need to actively focus on and become aware of linguistic aspects within the input they encounter for these forms to become part of their learning process. There is an additional hypothesis along the same vein – the notion of "noticing the gap", founded on the premise that "to rectify errors, learners must consciously compare their own language output with the target language input" (p. 29-30). The idea of a 'gap' is grounded in theories of conscious and unconscious learning, where consciousness is

defined by Schmidt (1990, 2012) as intention, attention, and awareness.

Schmidt's framework of *noticing* forms and language awareness (LA) can be applied to research on language-use behaviors. Nevertheless, it is unclear whether the sojourners were able to really notice all forms of accommodation for reasons of obviousness, observability, and bias. First, some of the 29 hypothesized language-use behaviors presented in Chapter 3 are more obvious than others (e.g*., talking loudly* vs. *avoiding figurative language*). What is more, in RT2, general patterns reveal that some of the more obvious linguistic modifications are perceived as positively, whereas the understudied social categories elicit a more negative reaction from learners. However, in RT3, Table 50 shows that learners do not perceive the most negatively-perceived LUBs to be FT-like. This may suggest that they do not notice that these modifications are occurring. Second, some of the LUBs (*avoiding humor*, etc.) imply that a sojourner would be able to recognize the forms of language, which may not have been the case with intermediate learners. Issues with noticing may explain both the relatively high means for absence of "humor" and "taboo language" as well as for German-specific and cultural references, while items most closely tied to language in respondents' minds (i.e., absence of word play, figurative speech, sarcasm, etc.) may not be as prominent. Third, sojourners may have biases (i.e., most of these language-use behaviors are expected/canonical features of *foreigner talk,* learners noticing features of teacher talk, etc.) may contribute to the relative prominence of these categories with regard to FT-likeness. Thus, it is unclear how realistic the roles are that sojourners assign themselves and their NS peers, who may be regarded as 'tools' that should act as cognitive & social mediators for their language-learning experience. On the other hand, however, In sum, respondents' perceptual development can be called into question due to the differences in how native-speaker communities seem to function relative to the L2 classroom.

5.5 Implications

This study has implications for theory, L2 pedagogy, and study abroad programs. First, with regard to theory, results show the need for an expanded view of *foreigner talk.* To recall, pioneering research has chiefly investigated the cognitive (linguistic) dimensions of *foreigner talk* in the late twentieth century (e.g., Ferguson, 1969; Tarone, 1980; Krashen, 1981; Hatch, 1983; Long, 1985; Hazan et al., 2015; Kangatharan et al., 2015). After a relatively short period of intense interest, the topic was largely left untouched for approximately 30 years. At present, only a select few SLA scholars have looked into the social dimensions of foreigner talk (e.g., Bobb et al., 2019; Hu, 2022; Kudera, 2020; Labokta & Gelman, 2020; Piazza, et al., 2021).

This study provides evidence for the need to broaden the theoretical conception of 'accommodation'. Specifically, results show that all (cognitive and social) LUB categories were productive with regard to the perception of how native-speaker peers realize them in terms of cognitive and social dimensions. Indeed, the Communication Accommodation Theory (Giles & Ogay, 2007) only concerns itself with one of the two types of accommodation, which is operationalized in this study as positive compliance. That is, the second type of accommodation, operationalized here as negative compliance, is not part of the modern conception of accommodation. To understand accommodation from a more holistic perspective, negative compliance, i.e., the non-realization of negatively-connoted language-use behaviors (e.g., *avoiding humor*), should be further investigated (e.g., by looking at the perceptions of L1 users).

Additionally, this study has implications for L2 pedagogy with regard to L2 learner understanding of native-speaker communities and their language and/or social awareness. That is, results indicate that sojourners' understanding of native-speaker communities is limited. To enable a deeper understanding, teachers should encourage students to take a

critical stance toward instructional practices (e.g., what is authentic and what is not?). Exploring how students mentally construct relationships between the classroom and "authentic environments" is crucial, as it can reveal potential incongruencies. Then, students will learn to set more specific goals for their L2 learning, i.e., expanding vocabulary related to specific topics or contexts, enhancing their comprehension of regional varieties, and gaining cultural insights relevant to their L2. Overall, L2 learners should be encouraged to engage learners in deep reflection to promote a better understanding of native-to-non-native-speaker communication, i.e., their proficiency relative to different standards, the perception of others, and the realistic nature of their goals. That is, learners should be encouraged to develop realistic expectations and self-assessments that may not be well supported outside the immediate instruction context.

What is more, teachers should also take a stance to examine the impact of lacking support in naturalistic settings and its potential implications for motivation. This may require additional teacher training to facilitate the students' better self-positioning and to promote their language awareness. Overall, educators should emphasize the importance of developing language and cultural awareness alongside linguistic proficiency.

Specifically, in the context of North American language education, teaching a second language (L2) should not only involve imparting linguistic skills but also guiding learners towards practical applications, e.g., using the language with native speakers. To assist students in realizing their potential, it is essential for teachers to provide tangible examples, which could include successful L2 role models, including program alumni. These examples could be incorporated into the classroom through guest speakers or facilitated interactions with individuals proficient in the L2. Furthermore, language programs should emphasize the broader benefits of L2 acquisition beyond mere proficiency, i.e., fostering life skills, insights into different cultures, and self-awareness.

Finally, this study has implications for study abroad programs. That is, findings suggest that sojourners may benefit from additional training on how to join native-speaker communities. Key takeaways would include differences in intent and impact with regard to *foreigner talk* from various perspectives, i.e., native-speaker peer, non-native-speaker peer, teacher of German, or the teacher of a subject other than German. Learning about the complexities of *foreigner talk* as well as its potential costs and benefits can help prepare sojourners for interactions with native speakers in their host country.

Specifically, the training could share effective communication strategies, i.e., specific techniques for clarifying misunderstandings and expressing themselves clearly, with sojourners so that they are more prepared to navigate *foreigner talk*. Examples include providing cultural background, sentence stems, etc. These techniques could then be applied in real-world cultural immersion activities (e.g., an "Osterfeuer") that expose learners to authentic language use within the native-speaker community. Through exposure to various native-speaker communities, sojourners would then become more familiar with the nuances of their L2. If a sojourner experiences feelings of frustration and/or insecurity after experiencing *foreigner talk* directed at them, the study abroad program might offer support mechanisms to aid in adjustment. Ultimately, such efforts by study abroad programs could enhance their effectiveness and cultural relevance and empower sojourners to join native-speaker communities.

6. Conclusion

This concluding chapter of the dissertation serves two main purposes: (1) To illustrate the limitations of the present study (Subchapter 6.1) as well as (2) to outline future research based on the findings of this study (6.2). The chapter ends with final remarks (6.3).

6.1 Limitations

In this chapter, I will address some limitations that relate to study design and

conceptual challenges, (Subchapter 6.1), sampling of participants (6.2), and data collection procedures (6.3).

6.1.1 Limitations Related to Study Design & Conceptual Challenges

Foremost, the 29 language-use behaviors (LUBs) were presented in the form of oppositional pairs (e.g., *speaks extremely slowly/speaks extremely*), with one of the two components (e.g., *speaks extremely slowly*) hypothesized to represent the most extreme form of *foreigner talk*. While these designations were based on prior research (as explained in Chapter 2), both the inclusion in this study of LUBs without a direct empirical base in research on *foreigner talk* and limitations inherent to existing research, do not allow me to claim that these designations are definitive. Indeed, in RT1, respondents were asked to report LUBs directed at them by their NS peers on a scale that included both components of the oppositional pair (each constituting one side of the rating scale). That is, even though one component (one side of the scale) had been hypothesized to represent the most extreme form of *foreigner talk*, respondents did not have to rely on this hypothesis in their ratings. As a matter of fact, respondents never encountered the term *foreigner talk* in the research instrument. However, when study participants were asked to evaluate LUBs alongside the five dimensions (RT2 and RT3), they were presented with only one component of each oppositional LUB pair, i.e., the one hypothesized to represent the most extreme form of *foreigner talk (FT)*. While the operationalization of FT in this study assumed that respondents indeed judged FT-like language-use behaviors, all that can be said with certainty is that they rated specific language-use behaviors, i.e., LUBs as they were phrased in the research instruments. Future research will need to explore how NS peers intended to execute and/or how they did execute these language-use behaviors toward sojourners with the intention to accommodate them and, further, how these realizations compare with how LUBs were hypothesized in this study. What remains from the present research under any circumstances

is a description of the language-use behavior that sojourners believe to experience from their NS peers (RT1); an evaluation of how sojourners experience specific LUBs alongside five dimensions (RT2); and how likely sojourners believe they are to encounter particularly positively- or particularly negatively-evaluated (respectively) LUBs (RT3) in interactions with their NS peers.

Then, the choice of language-use behaviors (LUBs) for inclusion in the inventory of 29 may have included LUBs that were superfluous (i.e., were unlikely to be associated with notable response patterns) but used respondents' mental efforts (and may have distracted from more relevant aspects of the research instrument); by the same token, the inventory was likely not comprehensive, either in terms of LUB categories or in specific LUBs under a given category. For the sake of brevity and so as not to overburden respondents, only a subset of possible LUBs was presented in some instances (e.g., although several LUBs each dealt with a specific speech act, these LUBs did not encompass all or even most possible speech acts) and in other instances, an umbrella term was used to stand in for many possible instantiations. For example, concepts such as 'humor', 'grammar', or 'vocabulary' all cover a broad array of possible meanings, none of which were further specified.

Conversely, it can be expected that there was a degree of inter- (or even intra- between time points of reporting) respondent variability in how study participants interpreted – and therefore, rated – these LUBs. What is more, respondents were asked to report on the language-use behaviors of their 'NS peers' as a group. This aspect of the research design asked participants to construct a perceptual average, a task that added to the already existing challenges of reporting one's perceptions, such as unconscious (or conscious) biases, experiential recency effects and ineffectual recall or translational quantification (i.e., translating experiences into points on a numeric scale). In this same vein, although the use of 0-100% rating scales suggests a reliable and quantifiable empirical base, one needs to

remember that the numbers reported by individuals not only capture their subjective impressions of the language-use behaviors they experienced but also their subjective approach to scaling. That is, the same or, at least close to identical, experience by two individuals may correspond with one score for one person and another score for another. Respondents, too, may differ in their inclination to use the full scale (assign any score including and between zero and 100). In addition, in analysis all eleven participants were treated as a group. However, it is probable that distinguishing characteristics, such as the relative degree of language proficiency, played a role both in the language-use experiences that they had (or, in some regards, triggered) and the ability with which they could describe and assess their experiences.

6.1.2 Limitations Related to the Sampling of Study Participants

Participation in this study was voluntary, with several consequences to the representativeness of research outcome. First, because background data could only be collected from the eleven study participants but not the 27 of sojourners who were eligible to participate but chose not to, it remains unclear how the sample in the study related to the sojourning population. One specific consideration is the sustained effort that study participation required. It is possible that sojourners with particular (perhaps very positive or very negative) dispositions or experiences were more likely to volunteer their participation. Second, with participants coming from five different institutions, individuals' experiential baseline in language instruction and type and degree of preparedness at the beginning of the study (Timepoint 1) differed in unknown ways. This initial-state divergence may have been compounded further in interaction with subsequent sojourning experiences. Third, given the lack of proportionality between the number of sojourners sent by a given institution and the

respective number of study participants[47], unknown institutionally-conditioned variables may have played a role in sampling and further, influenced study outcomes. Fourth, the small size of the sample (eleven participants) limited study outcome. Although participants' background likely played in a role in both their experiences and their reporting (see above), it could not be considered in analytic procedures, which also had to largely be restricted to descriptive statistics.

6.1.3 Limitations Related to Data Collection Procedures

Given the scope of the research instrument and the investment of time and effort required of participants, respondents were given flexibility in where and when in a given three-week timeframe (with subsequent extensions) in which they completed it. There was no supervision. Consequently, participants may have consulted with others (fellow participants, other sojourners, NS peers, or anyone else) before or while they gave their responses. They may also have completed the research instrument in a single attempt (which may have led to fatigue) or over some time (which may have resulted in them reporting in the same copy of the survey on experiences that unfolded and may have varied over the timespan).

What is more, while I was not physically present for the collection of completed surveys, I had been present in person before the start of the study to further introduce the project to sojourners in intake Zoom meetings. All responses were sent to me directly, too. In other words, as they were preparing their responses, study participants may have held in their minds their experiences and knowledge of me as a person (e.g., a student researcher, a fellow learner of German, a former sojourner, etc.), an awareness that may have guided (if not influenced) the responses that they gave or perhaps even their decision to participate or not.

[47] For example, one institution sent four sojourners and three of them participated in the study; sojourners from two institutions (sending 3 and 2 sojourners, respectively) did not participate in the study at all.

6.2 Future Research

The findings in this study suggest that, overall, each of the 29 language-use behaviors are viable – the cognitive (linguistic) features as well as the social and conversational-organizational features, which to my knowledge, had not yet been documented in research to-date. That is, existing research largely aligns with the cognitive (linguistic) dimensions. However, the tension between these respectively viable cognitive (linguistic) and social features of FT should be further explored in future studies, i.e., what is helpful may also be socially taboo. Indeed, results from this study indicate incongruencies with regard to what speakers 'do' and their actions 'say' about the other interlocutor. Nevertheless, what speakers do not do may be just as relevant. That is, results from this study further show that native speakers are perceived to be more apt at avoiding undesirable modifications (i.e., negative compliance) than providing desirable ones (i.e., positive compliance). Indeed, both of these types of tendencies are forms of modification can be considered forms of 'accommodation', but only the latter has been operationalized in research to-date. In sum, the current study found that existing frameworks related to *foreigner talk* as well as speech accommodation are conceptually insufficient. Future research should investigate each concept more comprehensively, e.g., supplement existing frameworks.

Furthermore, current research looks at speech accommodation, i.e., *foreigner talk*, from the perspective of the L1 user from a cognitive angle. Indeed, the study fills a gap in research, i.e., it elucidates L2 users' perspective with regard to both cognitive and social features of NS-NNS communication between peers. However, this study only analyzed data related to one side of this conversational experience. That is, future research should address the intentions of German native speakers and their perceptions of the talk that they produce when speaking to L2 learners – both through survey and interview research.

What is more, it remains to be seen whether and how L2 learners' perceptions carry

over to other types of speakers, e.g., non-native-speaker students, teachers of German, and teachers of subjects other than German. For example, the existing data set enables a comparison between the degree to which sojourning and on-site L2 German students perceived 29 language-use behaviors directed at them by their teachers of German at the beginning and end of the semester to see how the social environment abroad (i.e., exposure to non-teacher talk) might interact with student perceptions. At *each timepoint*, potential research questions include: (1) As how prevalent do L2 German sojourners perceive 29 language-use behaviors when directed at them by their teacher of German? (2) As how prevalent do on-site L2 German learners perceive 29 language-use behaviors when directed at them by their teacher of German? Discrepancies in perception could help explain differences in expectations between on-site and study abroad students and may shed light on whether and how L2 German sojourners awareness modifications changes over time relative to on-site L2 German learners. In sum, future studies should continue to analyze the multiple perspectives from with speech accommodation is both intended and perceived.

Importantly, this is the first-known study to examines L2 users' perceptions of speech accommodation at two timepoints, i.e., from the initial weeks to the end of the first semester at a university in Germany. Additional changes in perception could have occurred between these timepoints or after the second timepoint. Thus, future research should also aim to document perceptions of speech accommodation over a longer period of time, i.e., sojourners (or other types of L2 users) that stayed abroad on campus for a second semester and/or second year. Similarly, since this study focused on sojourners because of the accessibility of these types of participants, in future research on speech accommodation from multiple perspectives, it will be important to follow learners outside of study-abroad (organized sojourning). In this study, sojourning was considered incidental.

Finally, this project collected data that traces the feelings of belonging in the German-speaking community as reported by L2 German sojourners during their year abroad. Responses to open-ended survey questions will be coded and analyzed using Grounded Theory to answer research questions, such as: (1) How did L2 German sojourners describe their feelings about their role in the German-speaking community at the beginning of their sojourn? (2) How did L2 German sojourners describe their feelings about their role in the German-speaking community at the end of their sojourn? (3) How did L2 German sojourners' feelings about their role in the German-speaking community compare from the beginning to the end of their sojourn? Implications from the study relate to the level of social inclusion that study abroad students both wished for and/or attained during a year-long study abroad experience.

6.3 Final Remarks

One of the essential findings of this study is that sojourning L2 learners of German reported that their NS peers accommodated their speech less than they originally imagined (i.e., perceived realizations of FT-likeness were greater Timepoint 1 than Timepoint 2). This implies that sojourners originally had an expectation that their native-speaker peers at a university in Germany would realize at least half of the available language-use behaviors in an FT-like manner. As discussed, this expectation plays into the belief that some L2 users have that L1 users are interested in engaging with them in conversation, but this may well not be the case because of the additional conversational labor implied.

Another crucial finding in this study was that the particularly positively-connoted FT-like language-use behaviors were largely aligned with features of *teacher talk* that have been documented in research to date. This finding indicates that sojourners may transfer their expectations of language teachers onto their native speaker peers. However, it does not appear that the sojourners' native-speaker peers are, on average, particularly good teachers. That is, sojourners' perceptions of their NS peers' realizations of particularly positively-

connoted language-use behaviors did not comply with their expectations of accommodation, i.e., FT-likeness. Conversely, the native-speaker peers' realizations of particularly negatively-connoted FT-like language-use behaviors complied with respondent expectations, i.e., that NS peers would avoid them. For pedagogical practices, it may be beneficial to make students aware of different forms of accommodation and encourage them to develop more attainable goals and accurate perceptions of their own L2 proficiency.

Finally, the results of this study may indicate that L2 users believe in a monolithic form of 'standard language' that they may acquire, i.e., they rated the use of *standard grammar and vocabulary* as particularly positive under every possible dimension. However, this is not always the case in diglossic German-speaking regions – regiolects abound. Future research should further extrapolate on these findings since this belief may bring with it additional limitations for sojourners to acquire advanced levels of proficiency in their L2.

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Appendix A: IRB Approval

Appendix A.1 – IRB Approval Letter for MMR 2022-0703

Minimal Risk Research IRB
7/29/2022

Submission ID number:	2022-0703
Title:	"Foreigner Talk" from the Eyes of L2 Users
Principal Investigator:	Monika Chavez
Point-of-contact:	Monika Chavez, Nick Ott
IRB Staff Reviewer:	Steph Wilson

The MRR IRB conducted a review of the above referenced initial application. The study was determined to meet the criteria for exempt human subjects in accordance with the following category(ies) as defined under 45 CFR 46:

(2)(ii) Tests, surveys, interviews, or observation (low risk)

If this study falls under VA regulations, you must get final approval from the VA Research & Development Committee prior to starting research activities.

NOTE: If the research under this exemption application becomes subject to FDA regulations, or other changes are made that could affect the exemption status, you must contact the IRB as the IRB's exemption determination may no longer apply.
You have identified the following financial sources to support the research activities in this IRB application:
None.

If this information is incorrect, please submit a change to modify your application as appropriate.
To access the materials the IRB reviewed and accepted as part of the exemption determination, please log in to your ARROW account and view the documents tab in the submission's workspace.

Although the human subjects research described in the ARROW application referenced above was determined to meet the federal criteria for exemption and thus does not require continuing review, please be aware of your responsibilities related to the conduct of the research and when additional IRB review is required. Prior to starting research activities, please review the Principal Investigator and Study Team Responsibilities in the Investigator Manual, which includes a description of the types of changes that must be submitted to ensure the research continues to comply with the conditions of the exemption and/or category(ies) of exemption.

If you have general questions, please contact the Minimal Risk Research IRB at 608-2632362. For questions related to this submission, contact the assigned staff reviewer.

Appendix A.1.2 – Change of Protocol Letter for MMR 2022-0703-CP001

Minimal Risk Research IRB
10/17/2022

Submission ID number:	2022-0703-CP001
Title:	"Foreigner Talk" from the Eyes of L2 Users
Principal Investigator:	Monika Chavez
Point-of-Contact:	Nick Ott
IRB Staff Reviewer:	Steph Wilson

The MRR IRB conducted a review of the change of protocol to the above referenced application. The study was determined to continue to qualify for exemption.

You have identified the following financial sources to support the research activities in this IRB application:

None.

If this information is incorrect, please submit a change to modify your application as appropriate.

To access the materials the IRB reviewed and accepted as part of the change of protocol exemption determination, please log in to your ARROW account and view the documents tab in the submission's workspace.

Although the human subjects research described in the ARROW application referenced above was determined to meet the federal criteria for exemption and thus does not require continuing review, please be aware of your responsibilities related to the conduct of the research and when additional IRB review is required. Prior to starting research activities, please review the Principal Investigator and Study Team Responsibilities in the Investigator Manual, which includes a description of the types of changes that must be submitted to ensure the research continues to comply with the conditions of the exemption and/or category(ies) of exemption.

If you have general questions, please contact the Minimal Risk Research IRB at 608-263-2362. For questions related to this submission, contact the assigned staff reviewer.

Appendix B: Main Questionnaire

Appendix B.1 – Main Questionnaire: Participant Information & Consent Form

University of Wisconsin - Madison
Research Participant Information and Consent

Application Number: 2022-0703
Research Team: Nick Ott (+1 414-412-4006, nmott@wisc.edu), Monika Chavez (mmchavez@wisc.edu)

Description of the research
You are invited to participate in a research study that looks at what people think about communication between native and non-native speakers of German. You have been asked to participate because you are a member of one of several groups whose views I would like to explore and, eventually, compare: a) on-campus UW–Madison students of German; b) participants in the Academic Year in Freiburg program; and c) native speakers of German who study at the University of Freiburg.

The purpose of the research is to help us better understand whether and how people believe they adapt the way they speak in native/non-native speaker communication; how they wish to adapt the way they speak; or how they experience or wish others to adapt the way these others speak to them. Such insights can guide the expectations and experiences of learners of German in classrooms and when going abroad and help native speakers consider and meet the preferences of non-native speakers.

What will my participation involve?
This research will be conducted via this electronic questionnaire, which you have been emailed. Please type your answers into this document (the questionnaire) and save it under a name of your choice. The expected duration of the survey is 50 minutes.

There will be additional study components in which you may participate. These include: (a) completing the questionnaire at another time again (to see whether perceptions change over time); (b) participating in an hour-long focus group to explain preliminary study results; and/or (c) to write narratives that take perspectives of different participants.

How will participants return the completed questionnaire? And by when?
Participants will return the completed questionnaire via email to the researcher at nmott@wisc.edu. By completing and returning the questionnaire you consent to participate in the study.

Are there any risks to me?
Risks associated with this study include the potential for revealing information that could lead to the identification of individuals identities (linking them to their answers) as well as potential fatigue due to the length of the study.

Are there any benefits to me?
We expect no direct benefits to you from participating in the study.

Will I be compensated for my participation?
There is no compensation for partial completion of the questionnaire. For completed questionnaires, *Academic Year in Freiburg students* will receive a €20 Venmo transfer/Amazon gift card/cash for the completion of the first survey iteration, €30 Amazon/Visa gift card for the completion of the second iteration, and €30 Amazon/Visa gift card for the completion of the third iteration. Also, students will receive €10 for completing each focus group interview (max. 2) following the first and third iterations of the survey. All participation is voluntary.

Please enter your Venmo username/email address associated with an Amazon.com account to receive online compensation. This information will be kept confidential:

How will my confidentiality be protected?
This study is confidential. Neither your name nor any other identifiable information will be published. Only approved personnel will have access to the original data, and while confidentiality cannot be guaranteed in a focus group setting, I will ask participants not to discuss the conversation outside of the group. The data will be stored securely and indefinitely on a secure university server and will be protected by a password. Note that email is not always a secure way to transfer data. Thus, there is an added risk of a breach of confidentiality due to the way the data is being collected.

For how long will the data be stored?
The data generated from this study will be stored indefinitely for use in future research.

Whether and under what conditions data will be used for future research, either related or unrelated to the purpose of the current study?
The data generated from this study will be used in future research (e.g., my dissertator and subsequent article publications). It is expected that publications will all relate to the purpose of the current study, and data will be used under the condition that it is relevant to the specific research question at hand and participant consent has not been withdrawn.

Can I withdraw from this study after participating?
Yes, you may withdraw from research at any time by directly contacting the researcher, Nick Ott. His contact information is in the two lines below.

Whom should I contact if I have questions?
If you have questions about the research, you should contact the researcher at +1 (412) 412-4006 on WhatsApp or nmott@wisc.edu.

If you have any questions about your rights as a research participant or have complaints about the research study or study team, call the confidential research compliance line at +1-833-652-2506. Staff will work with you to address concerns about research participation and assist in resolving problems.

Please save this page for your records. If you decide not to participate or to withdraw from the study, you may do so without penalty.

Please initial below to indicate your interest in additional components:

_____ I give my permission to be quoted directly in publications without my name.

_____ I am willing to be contacted about subsequent components of this study in exchange for additional compensation.

Appendix B.2 – Main Questionnaire: Demographic Information

1. ABOUT YOURSELF

Your responses will not be used to identify you as an individual. Rather, your responses here will be used to assign you to a group for further comparative analysis. For example, I will establish age groups based on all responses taken together, assign your responses to a particular age group, and then compare responses across different age groups against each other. Feel free to skip questions if you feel uncomfortable answering them. Also, some questions may be unexpected. They stem from the fact that this survey is being administered in multiple locations with multiple respondent groups. While some questions work better for participants in certain locations and less well for others, I need to ask them of participants in all locations because I hope to compare responses across locations.

Please indicate:

1.1 Your age:

1.2 Your gender identity:

1.3 The country/countries in which you spent your childhood (up to the end of high school/secondary school):

1.4 Your current country of residence:

1.5 Your home university:

1.6 Your declared or intended academic major:

1.7 Your ethnic or racial background:

1.8 The German course(s) that you are currently taking (please complete as many components as possible).

(a) the course number(s):

(b) time at which the course(s) meet/s:

(c) name of institution(s):

(d) geographic location(s):

2. THE LANGUAGES YOU KNOW IN SOME WAY OR TO SOME EXTENT

Please complete the THREE columns (2.1-2.3) in the table below according to these instructions.

2.1 **List all languages or dialects that you know in some way or to some extent. (You will be able to specify how well you know each language or dialect in 2.2. and 2.3).** **Don't worry about the distinction between a dialect and a language (linguistics has still to resolve this issue, too!), but name a given language or dialect in as much detail as possible. Please don't worry about what names, terms, or descriptors you use – use those that make sense to you. Keep in mind that 'English' really is a name for multiple different languages/dialects that may be distinguished by geographic area, ethnic belonging, social setting, etc. Examples include 'Standard American English', 'Upper Midwestern American English', 'African American Vernacular English' (AAVE), or any number of other varieties.** List related languages/dialects – such as 'Standard American English', 'Upper Midwestern American English', or AAVE – **separately**. In the table, please add/leave blank rows as appropriate.

2.2 **Rate your ability to comprehend each of the listed languages or dialects when you listen to it. Use a scale from 0%** (= 'no knowledge at all'; a hypothetical score because you wouldn't list such a language) – **to 100%** (= like a native speaker of that language or dialect).

2.3 **Rate your ability to speak each of the listed languages or dialects. Please use the same 0%-100% scale as for Q2.2.**

2.1) What languages and dialects do you know in some way or to some extent?	2.2) How would you evaluate your ability to comprehend when listening to this language or dialect? (0-100%)	2.3) How would you evaluate your ability to speak this language or dialect? (0-100%)

3. YOUR EXPERIENCE WITH GERMAN

3.1 Please **outline your experiences with HEARING German that was directed at you PERSONALLY (not at a whole group, a class, etc.) in five different contexts** (each listed in the far-left column). Give your best rough estimates and enter "N/A" (not applicable) in boxes that do not apply. First, please indicate your experiences in total; then, specify by context.

German being spoken to you PERSONALLY in these contexts	When was the **first** time you heard German in such a context? (e.g., September 2020)	***In each context, APPROXIMATELY HOW MANY…***			***In each context, what was THE APPROXIMATE PERCENTAGE OF GERMAN that…***			
		native speakers have you heard speaking German in total?	*non-native speakers have you heard speaking German in total?*	*hours or minutes in total have you heard German (regardless of who spoke it?)* **[HOURS:MINUTES]**	*was produced in a German-speaking country (regardless of who spoke it)?*	*you were able to comprehend in some detail (e.g., "get the gist")?*	*was regional or dialectal rather than 'Standard Written German'?*	*was modified or simplified to help you understand better?*
IN TOTAL								
In a German class								
At a university event								
At home (any home)								
While in a store								
At an entertainment venue (bar, restaurant etc.)								

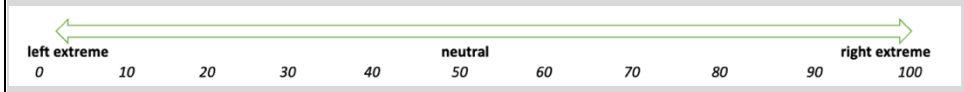
Appendix B.3 – Main Questionnaire: Foreigner Talk Questionnaire

4. HOW YOU WOULD DESCRIBE SPEECH DIRECTED TOWARDS STUDENTS WHO ARE NOT NATIVE SPEAKERS OF GERMAN

Imagine how four types of people (as described on top of the four right columns), respectively, would speak German to students at a German university who are not native speakers of German.

In the four right columns below (each representing a different type of speaker), please indicate where on a scale (described below) the language behavior of each of the four speakers would fall when they are speaking GERMAN to STUDENTS WHO ARE NOT NATIVE SPEAKERS OF GERMAN. Apply the same type of scale to all four columns; choose a score between 0-100. The behavior for a ZERO score is listed in the far-left column and the behavior for a 100 SCORE is listed in the next column over.

- A **score of 0-49** (the left column) would show a stronger (0) or a weaker (49) tendency toward the speaking behavior listed in the first-left column **(e.g., "Make your utterances extremely short in length.")**.
- A **score of 50** would indicate a neutral stand **(i.e., the length of the utterance makes no difference)**.
- A **score of 51-100** (the second column from the left) would show a weaker (51) or a stronger (100) tendency toward the speaking behavior listed **(e.g., "Make your utterances extremely long.")**.

Use the scale pictured below		*Please rate how each of these four types of speakers would behave when they speak* **GERMAN** TO **STUDENTS WHO ARE NOT NATIVE SPEAKERS OF GERMAN:**			
		***1. A student at a German university*** *who is a NATIVE speaker of German*	***2. A student at a German university*** *who is NOT a native speaker of German*	*3. A teacher of German at a German university*	*4. A teacher of a subject other than German at a German university*
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making their utterances extremely short in length	*Making their utterances extremely long*				
Using extremely simple grammar	*Using extremely complex grammar*				
*Deliberately using only modified grammar (e.g., saying **"Me Tarzan."**)*	*Deliberately using only standardized grammar (e.g., saying **"I am Tarzan."**)*				
Speaking extremely slowly	*Speaking extremely fast*				
Using extremely simple vocabulary	*Using extremely complex vocabulary*				
*Using only vocabulary that complies with national conventions (e.g., saying **"drinking fountain"**)*	*Using only vocabulary that complies with regional conventions (e.g., saying **"bubbler" in parts of the U.S.**)*				
*Using only grammar that complies with national conventions (e.g., saying **"Would you like to join us?"**)*	*Using only grammar that complies with regional conventions (e.g., saying **"Wanna come with?" in parts of the U.S.**)*				
*Enunciating individual sounds very clearly (e.g., saying **"P-R-O-B-A-B-L-Y"**)*	*Blurring sounds together freely (e.g., saying **"probly"**)*				
*Emphasizing individual syllables to the extreme (e.g., saying **"TO-MA-TO SOUP"**)*	*Not emphasizing individual syllables at all (e.g., saying "**tomatosoup**")*				
*Speaking at an extremely high volume (**loud**)*	*Speaking at an extremely low volume (**soft**)*				
*Taking extremely long turns speaking (**doing all or most of the talking**)*	*Taking extremely short turns speaking (**doing very little of the talking**)*				

left extreme 0 10 20 30 40 neutral 50 60 70 80 90 right extreme 100		***1. A student at a German university*** *who is a NATIVE speaker of German*	***2. A student at a German university*** *who is NOT a native speaker of German*	*3. A teacher of German at a German university*	*4. A teacher of a subject other than German at a German university*
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making extremely long pauses between words and phrases	*Making extremely short pauses between words and phrases*				
Making extremely frequent pauses between words/phrases	*Making extremely infrequent pauses between words/phrases*				
Making extremely pronounced facial expressions	*Making extremely subtle facial expressions*				
Making extremely frequent facial expressions	*Making extremely infrequent facial expressions*				
Making extremely pronounced gestures	*Making extremely subtle gestures*				
Making extremely frequent gestures	*Making extremely infrequent gestures*				
Totally avoiding asking me questions	*Not avoiding asking me questions at all*				
Totally avoiding making direct requests of them	*Not avoiding making direct requests of them at all*				
Totally avoiding making indirect requests of them	*Not avoiding making indirect requests of them at all*				
*Totally avoiding figurative speech (e.g., saying **"suddenly")***	*Not avoiding figurative speech at all (e.g., saying **"out of the blue")***				
*Totally avoiding word play (e.g., **no puns**)*	*Not avoiding word play at all (e.g., **many puns**)*				
Totally avoiding exaggerations, half-truths, or untruths	*Not avoiding exaggerations, half-truths, or untruths*				
*Totally avoiding taboo language or swearing (e.g., saying **"Shucks!")***	*Not avoiding taboo language or swearing (e.g., saying **"Sh**!")***				
Totally avoiding humor	*Not avoiding humor at all*				
Totally avoiding sarcastic language	*Not avoiding sarcastic language at all*				
*Totally avoiding references to German-specific 'common knowledge' (e.g., **German politics, TV shows, etc**.)*	*Not avoiding references to German-specific 'common knowledge' (e.g., **German politics, TV shows, etc**.)*				
*Totally avoiding references to German-specific cultural events or practices (e.g., **German holidays, festivals, etc.)***	*Not avoiding references to German-specific cultural events or practices (e.g., **German holidays, festivals, etc.)***				
*Switching into a language other than German (**e.g., English**) right after the conversation began*	*Using only German during the entire conversation*				

5. HOW YOU WOULD DESCRIBE SPEECH DIRECTED TOWARDS YOU

Consider how four types of people (as described on top of the four right columns), respectively, would speak German to YOU.

In the four right columns below (each representing a different type of speaker), please indicate where on a scale (described below) the language behavior of each of the four speakers would fall when they are speaking GERMAN to YOU. Apply the same type of scale to all four columns; choose a score between 0-100. The behavior for a ZERO score is listed in the far-left column and the behavior for a 100 SCORE is listed in the next column over.

- A **score of 0-49** (the left column) would show a stronger (0) or a weaker (49) tendency toward the speaking behavior listed in the first-left column **(e.g., "Make your utterances extremely short in length.").**
- A **score of 50** would indicate a neutral stand **(i.e., the length of the utterance makes no difference**).
- A **score of 51-100** (the second column from the left) would show a weaker (51) or a stronger (100) tendency toward the speaking behavior listed **(e.g., "Make your utterances extremely long.")**.

Use the scale pictured below		*Please rate how each of these four types of speakers would behave when they speak* **GERMAN** TO **YOU:**			
left extreme 0 10 20 30 40 neutral 50 60 70 80 90 right extreme 100		***1. A student at a German university*** *who is a NATIVE speaker of German*	***2. A student at a German university*** *who is NOT a native speaker of German*	*3. A teacher of German at a German university*	*4. A teacher of a subject other than German at a German university*
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making their utterances extremely short in length	*Making their utterances extremely long*				
Using extremely simple grammar	*Using extremely complex grammar*				
*Deliberately using only modified grammar (e.g., saying **"Me Tarzan."**)*	*Deliberately using only standardized grammar (e.g., saying **"I am Tarzan."**)*				
Speaking extremely slowly	*Speaking extremely fast*				
Using extremely simple vocabulary	*Using extremely complex vocabulary*				
*Using only vocabulary that complies with national conventions (e.g., saying **"drinking fountain"**)*	*Using only vocabulary that complies with regional conventions (e.g., saying **"bubbler" in parts of the U.S.**)*				
*Using only grammar that complies with national conventions (e.g., saying **"Would you like to join us?"**)*	*Using only grammar that complies with regional conventions (e.g., saying **"Wanna come with?" in parts of the U.S.**)*				
*Enunciating individual sounds very clearly (e.g., saying **"P-R-O-B-A-B-L-Y"**)*	*Blurring sounds together freely (e.g., saying **"probly"**)*				
*Emphasizing individual syllables to the extreme (e.g., saying **"TO-MA-TO SOUP"**)*	*Not emphasizing individual syllables at all (e.g., saying "**tomatosoup"**)*				
*Speaking at an extremely high volume (**loud**)*	*Speaking at an extremely low volume (**soft**)*				
*Taking extremely long turns speaking (**doing all or most of the talking**)*	*Taking extremely short turns speaking (**doing very little of the talking**)*				

left extreme 0 10 20 30 40 neutral 50 60 70 80 90 right extreme 100		***1. A student at a German university*** *who is a NATIVE speaker of German*	***2. A student at a German university*** *who is NOT a native speaker of German*	*3. A teacher of German at a German university*	*4. A teacher of a subject other than German at a German university*
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making extremely long pauses between words and phrases	*Making extremely short pauses between words and phrases*				
Making extremely frequent pauses between words/phrases	*Making extremely infrequent pauses between words/phrases*				
Making extremely pronounced facial expressions	*Making extremely subtle facial expressions*				
Making extremely frequent facial expressions	*Making extremely infrequent facial expressions*				
Making extremely pronounced gestures	*Making extremely subtle gestures*				
Making extremely frequent gestures	*Making extremely infrequent gestures*				
Totally avoiding asking me questions	*Not avoiding asking me questions at all*				
Totally avoiding making direct requests of them	*Not avoiding making direct requests of them at all*				
Totally avoiding making indirect requests of them	*Not avoiding making indirect requests of them at all*				
*Totally avoiding figurative speech (e.g., saying **"suddenly")***	*Not avoiding figurative speech at all (e.g., saying **"out of the blue")***				
*Totally avoiding word play (e.g., **no puns**)*	*Not avoiding word play at all (e.g., **many puns**)*				
Totally avoiding exaggerations, half-truths, or untruths	*Not avoiding exaggerations, half-truths, or untruths*				
*Totally avoiding taboo language or swearing (e.g., saying **"Shucks!")***	*Not avoiding taboo language or swearing (e.g., saying **"Sh**!")***				
Totally avoiding humor	*Not avoiding humor at all*				
Totally avoiding sarcastic language	*Not avoiding sarcastic language at all*				
*Totally avoiding references to German-specific 'common knowledge' (e.g., **German politics, TV shows, etc**.)*	*Not avoiding references to German-specific 'common knowledge' (e.g., **German politics, TV shows, etc**.)*				
*Totally avoiding references to German-specific cultural events or practices (e.g., **German holidays, festivals, etc.)***	*Not avoiding references to German-specific cultural events or practices (e.g., **German holidays, festivals, etc.)***				
*Switching into a language other than German (**e.g., English**) right after the conversation began*	*Using only German during the entire conversation*				

6. HOW YOU WOULD DESCRIBE SPEECH DIRECTED TOWARDS STUDENTS WHO ARE NATIVE SPEAKERS OF GERMAN

Imagine how four types of people (as described on top of the four right columns), respectively, would speak German to students at a German university who are native speakers of German.

In the four right columns below (each representing a different type of speaker), please indicate where on a scale (described below) the language behavior of each of the four speakers would fall when they are speaking GERMAN to STUDENTS WHO ARE NATIVE SPEAKERS OF GERMAN. Apply the same type of scale to all four columns; choose a score between 0-100. The behavior for a ZERO score is listed in the far-left column and the behavior for a 100 SCORE is listed in the next column over.

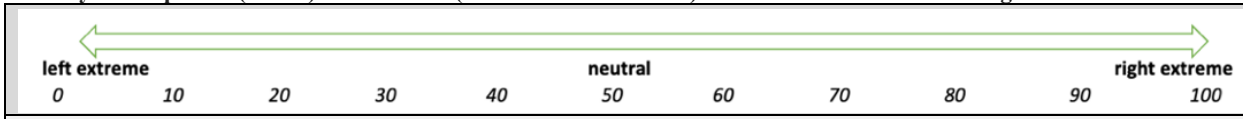
- A **score of 0-49** (the left column) would show a stronger (0) or a weaker (49) tendency toward the speaking behavior listed in the first-left column **(e.g., "Make your utterances extremely short in length.")**.
- A **score of 50** would indicate a neutral stand **(i.e., the length of the utterance makes no difference)**.
- A **score of 51-100** (the second column from the left) would show a weaker (51) or a stronger (100) tendency toward the speaking behavior listed **(e.g., "Make your utterances extremely long.")**.

Use the scale pictured below		*Please rate how each of these four types of speakers would behave when they speak GERMAN TO STUDENTS WHO ARE NATIVE SPEAKERS OF GERMAN:*			
left extreme … neutral … right extreme 0 10 20 30 40 50 60 70 80 90 100		***1. A student at a German university*** *who is a NATIVE speaker of German*	***2. A student at a German university*** *who is NOT a native speaker of German*	*3. A teacher of German at a German university*	*4. A teacher of a subject other than German at a German university*
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making their utterances extremely short in length	*Making their utterances extremely long*				
Using extremely simple grammar	*Using extremely complex grammar*				
*Deliberately using only modified grammar (e.g., saying **"Me Tarzan."**)*	*Deliberately using only standardized grammar (e.g., saying **"I am Tarzan."**)*				
Speaking extremely slowly	*Speaking extremely fast*				
Using extremely simple vocabulary	*Using extremely complex vocabulary*				
*Using only vocabulary that complies with national conventions (e.g., saying **"drinking fountain"**)*	*Using only vocabulary that complies with regional conventions (e.g., saying **"bubbler" in parts of the U.S.**)*				
*Using only grammar that complies with national conventions (e.g., saying **"Would you like to join us?"**)*	*Using only grammar that complies with regional conventions (e.g., saying **"Wanna come with?" in parts of the U.S.**)*				
*Enunciating individual sounds very clearly (e.g., saying **"P-R-O-B-A-B-L-Y"**)*	*Blurring sounds together freely (e.g., saying **"probly"**)*				
*Emphasizing individual syllables to the extreme (e.g., saying **"TO-MA-TO SOUP"**)*	*Not emphasizing individual syllables at all (e.g., saying "**tomatosoup**")*				
*Speaking at an extremely high volume (**loud**)*	*Speaking at an extremely low volume (**soft**)*				
*Taking extremely long turns speaking (**doing all or most of the talking**)*	*Taking extremely short turns speaking (**doing very little of the talking**)*				

left extreme 0 10 20 30 40 neutral 50 60 70 80 90 right extreme 100		***1. A student at a German university*** *who is a NATIVE speaker of German*	***2. A student at a German university*** *who is NOT a native speaker of German*	*3. A teacher of German at a German university*	*4. A teacher of a subject other than German at a German university*
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making extremely long pauses between words and phrases	*Making extremely short pauses between words and phrases*				
Making extremely frequent pauses between words/phrases	*Making extremely infrequent pauses between words/phrases*				
Making extremely pronounced facial expressions	*Making extremely subtle facial expressions*				
Making extremely frequent facial expressions	*Making extremely infrequent facial expressions*				
Making extremely pronounced gestures	*Making extremely subtle gestures*				
Making extremely frequent gestures	*Making extremely infrequent gestures*				
Totally avoiding asking me questions	*Not avoiding asking me questions at all*				
Totally avoiding making direct requests of them	*Not avoiding making direct requests of them at all*				
Totally avoiding making indirect requests of them	*Not avoiding making indirect requests of them at all*				
*Totally avoiding figurative speech (e.g., saying **"suddenly")***	*Not avoiding figurative speech at all (e.g., saying **"out of the blue")***				
*Totally avoiding word play (e.g., **no puns**)*	*Not avoiding word play at all (e.g., **many puns**)*				
Totally avoiding exaggerations, half-truths, or untruths	*Not avoiding exaggerations, half-truths, or untruths*				
*Totally avoiding taboo language or swearing (e.g., saying **"Shucks!")***	*Not avoiding taboo language or swearing (e.g., saying **"Sh**!")***				
Totally avoiding humor	*Not avoiding humor at all*				
Totally avoiding sarcastic language	*Not avoiding sarcastic language at all*				
*Totally avoiding references to German-specific 'common knowledge' (e.g., **German politics, TV shows, etc**.)*	*Not avoiding references to German-specific 'common knowledge' (e.g., **German politics, TV shows, etc**.)*				
*Totally avoiding references to German-specific cultural events or practices (e.g., **German holidays, festivals, etc.)***	*Not avoiding references to German-specific cultural events or practices (e.g., **German holidays, festivals, etc.)***				
*Switching into a language other than German (**e.g., English**) right after the conversation began*	*Using only German during the entire conversation*				

7. YOUR ABILITIES IN GERMAN AS YOU SEE THEM

7.1 How would a native speaker of German need to talk to you so you can (a) UNDERSTAND IN GREAT DETAIL (the BEST-CASE scenario) of what they are saying OR (b) NOT UNDERSTAND A WORD (the WORST-CASE scenario) of what they are saying? Use the scale between 0-100 with which you are already familiar. Again, scores of 0-49 correspond with speaking behaviors shown in the far-left column; 50 is the neutral score; and scores of 51-100 correspond with speaking behaviors described in the second from left column. Indicate your responses (scores) FOR EACH (BEST/WORST CASE) SCENARIO in the two far-right columns.

		*For me to understand in great detail what the native speaker is saying (BEST-CASE scenario)*	*For me to not understand a word of what the native speaker is saying (WORST-CASE scenario)*
THE EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.			
Making their utterances extremely short in length	*Making their utterances extremely long*		
Using extremely simple grammar	*Using extremely complex grammar*		
*Deliberately using only modified grammar (e.g., saying **"Me Tarzan."**)*	*Deliberately using only standardized grammar (e.g., saying **"I am Tarzan."**)*		
Speaking extremely slowly	*Speaking extremely fast*		
Using extremely simple vocabulary	*Using extremely complex vocabulary*		
*Using only vocabulary that complies with national conventions (e.g., saying **"drinking fountain"**)*	*Using only vocabulary that complies with regional conventions (e.g., saying **"bubbler" in parts of the U.S.**)*		
*Using only grammar that complies with national conventions (e.g., saying **"Would you like to join us?"**)*	*Using only grammar that complies with regional conventions (e.g., saying **"Wanna come with?" in parts of the U.S.**)*		
*Enunciating individual sounds very clearly (e.g., saying **"P-R-O-B-A-B-L-Y"**)*	*Blurring sounds together freely (e.g., saying **"probly"**)*		
*Emphasizing individual syllables to the extreme (e.g., saying **"TO-MA-TO SOUP"**)*	*Not emphasizing individual syllables at all (e.g., saying "**tomatosoup"**)*		
*Speaking at an extremely high volume (**loud**)*	*Speaking at an extremely low volume (**soft**)*		
*Taking extremely long turns speaking (**doing all or most of the talking**)*	*Taking extremely short turns speaking (**doing very little of the talking**)*		
Making extremely long pauses between words and phrases	*Making extremely short pauses between words and phrases*		
Making extremely frequent pauses between words/phrases	*Making extremely infrequent pauses between words/phrases*		
Making extremely pronounced facial expressions	*Making extremely subtle facial expressions*		
Making extremely frequent facial expressions	*Making extremely infrequent facial expressions*		
Making extremely pronounced gestures	*Making extremely subtle gestures*		

left extreme 0 10 20 30 40 50 neutral 60 70 80 90 100 right extreme		*For me to understand in great detail what the native speaker is saying (BEST-CASE scenario)*	*For me to not understand a word of what the native speaker is saying (WORST-CASE scenario)*
THE EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.			
Making extremely frequent gestures	*Making extremely infrequent gestures*		
Totally avoiding asking me questions	*Not avoiding asking me questions at all*		
Totally avoiding making direct requests of me	*Not avoiding making direct requests of me at all*		
Totally avoiding making indirect requests of me	*Not avoiding making indirect requests of me at all*		
*Totally avoiding figurative speech (e.g., saying **"suddenly")***	*Not avoiding figurative speech at all (e.g., saying **"out of the blue")***		
*Totally avoiding word play (e.g., **no puns**)*	*Not avoiding word play at all (e.g., **many puns**)*		
Totally avoiding exaggerations, half-truths, or untruths	*Not avoiding exaggerations, half-truths, or untruths*		
*Totally avoiding taboo language or swearing (e.g., saying **"Shucks!")***	*Not avoiding taboo language or swearing (e.g., saying **"Sh**!")***		
Totally avoiding humorous language	*Not avoiding humorous language at all*		
Totally avoiding sarcastic language	*Not avoiding sarcastic language at all*		
*Totally avoiding references to German-specific 'common knowledge' (e.g., **German politics, TV shows, etc**.)*	*Not avoiding references to German-specific 'common knowledge' (e.g., **German politics, TV shows, etc**.)*		
*Totally avoiding references to German-specific cultural events or practices (e.g., **German holidays, festivals, etc.**)*	*Not avoiding references to German-specific cultural events or practices (e.g., **German holidays, festivals, etc.**)*		
*Switching into a language other than German (**e.g., English**) right after the conversation began*	*Using only German during the entire conversation*		

7.2 Please consider the behavior of students at the University of Freiburg who are native speakers of German when you interact with them (as described in the far-left column below). How frequently do each of these actions occur and how do you interact with native speakers when/if they happen?

Please indicate in the four far-right columns in the table below where on a 0-100-point scale from never to always (e.g., 0 = none of the time, 100 = all of the time, and 50 = average frequency): (a) how frequently you experience this behavior, (b) how frequently you understand that this (speech behavior) is occurring, (c) how frequently you would be capable of responding to this speech behavior in German as you would like to, and (d) how frequently you would be capable of producing these speech behaviors yourself as you would like to.

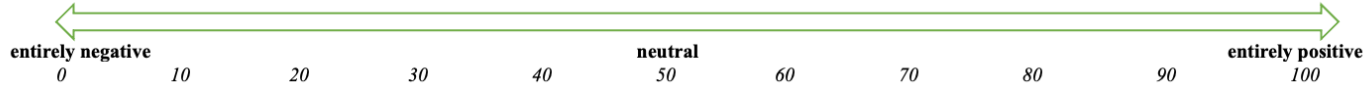
Use the scale pictured below to answer questions about ***these native speaker behaviors*** *Students at the University of Freiburg who are native speakers of German*	a) *How frequently* do you experience this speech behavior from university students who are native speakers of German?	b) If that behavior were to happen, *how frequently* would you understand that this speech behavior is occurring? (e.g., recognize a joke as a joke)	c) *How frequently* you would be capable of responding to this speech behavior in German as you would like to?	d) *How frequently* you would be capable of producing these speech behaviors yourself as you would like to?
*... ask me a question that is direct (e.g., saying **"Where's the toilet?"**)*				
*... ask me a question that is indirect (e.g., saying **"Could you tell me where the bathroom is?**")*				
*... make a request that is direct (e.g., saying **"Please open the window."**)*				
*... make a request that is indirect (e.g., saying "**It's stuffy in here"** implies 'open the window.')*				
... make a request of me that they consider easy to fulfill				
... make a request of me that they consider difficult to fulfill				
... give me a genuine compliment				
... give me a sarcastic pseudo-compliment				
... insult me deliberately and overtly				
... insult me deliberately but indirectly				
... make a serious complaint				
... make a minor complaint or gripe				
... use exaggeration for emphasis or tell a half-truth				
... tell an untruth on purpose				
... make an apology for a major problem				
... make an apology for a minor problem				
... swear at me about something related to me				
... swear about someone or something else				
... tell a joke to me about me				
... tell a joke to me about someone or something else				

8. HOW YOU WOULD PERCEIVE SPEECH DIRECTED AT YOU

8.1 How would you feel if A STUDENT AT A GERMAN UNIVERSITY WHO IS A NATIVE SPEAKER OF GERMAN were to talk to you as described in the far-left column of the table below? Please consider five criteria (each represented in the five right columns): (A) (lack of) helpfulness; (B) (lack of) encouragement; (C) in/exclusion; (D) condescension/accommodation; and (E) opinion of my German abilities.

For EACH ROW IN EACH OF THE FIVE COLUMNS, please choose a score between 0 and 100.

- A **score of 0-49** would indicate that you would be perceiving this speaking behavior in a **negative** light (e.g., distracting; discouraging; excluding; condescending; or conveying an extremely low opinion of your German abilities).
- A **score of 50** would indicate a neutral perception.
- A **score of 51-100** would indicate that you would be perceiving this speaking behavior in a **positive** light (e.g., helpful; encouraging; including; accommodating; or conveying an extremely high opinion of your German abilities).



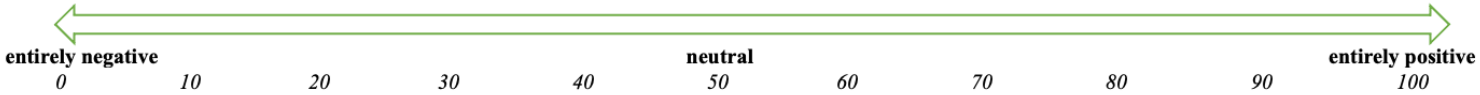
German-speaking behaviors by A STUDENT AT A GERMAN UNIVERSITY WHO IS A NATIVE SPEAKER OF GERMAN	**A** **distracting (0-49) neutral (50) helpful (51-100)**	**B** **discouraging (0-49) neutral (50) encouraging (51-100)**	**C** **excluding (0-49) neutral (50) including (51-100)**	**D** **condescending (0-49) neutral (50) accommodating (51-100)**	**E** **Conveying an extremely low opinion of my German abilities (0-49) /neutral (50) / conveying an extremely high opinion of my German abilities (51-100)**
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making their utterances extremely short in length					
Using extremely simple grammar					
*Deliberately using only modified grammar (e.g., saying **"Me Tarzan."**)*					
Speaking extremely slowly					
Using extremely simple vocabulary					
*Using only vocabulary that complies with national conventions (e.g., saying **"drinking fountain"**)*					
*Using only grammar that complies with national conventions (e.g., saying **"Would you like to join us?"**)*					
*Enunciating individual sounds very clearly (e.g., saying **"P-R-O-B-A-B-L-Y"**)*					
*Emphasizing individual syllables to the extreme (e.g., saying **"TO-MA-TO SOUP"**)*					
*Speaking at an extremely high volume (**loud**)*					
*Taking extremely long turns speaking (**doing all or most of the talking**)*					

German-speaking behaviors by A STUDENT AT A GERMAN UNIVERSITY WHO IS A NATIVE SPEAKER OF GERMAN	**A** **distracting (0-49) neutral (50) helpful (51-100)**	**B** **discouraging (0-49) neutral (50) encouraging (51-100)**	**C** **excluding (0-49) neutral (50) including (51-100)**	**D** **condescending (0-49) neutral (50) accommodating (51-100)**	**E** **Conveying an extremely low opinion of my German abilities (0-49) /neutral (50) / conveying an extremely high opinion of my German abilities (51-100)**
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making extremely long pauses between words and phrases					
Making extremely frequent pauses between words and phrases					
Making extremely pronounced facial expressions					
Making extremely frequent facial expressions					
Making extremely pronounced gestures					
Making extremely frequent gestures					
Totally avoiding asking me questions					
Totally avoiding making direct requests of me					
Totally avoiding making indirect requests of me					
*Totally avoiding figurative speech (e.g., saying "**suddenly" rather than "out of the blue")***					
*Totally avoiding word play (e.g., using **no puns**)*					
Totally avoiding exaggerations or half-truths					
*Totally avoiding taboo language or swearing (e.g., saying "**Shucks!")***					
Totally avoiding humor					
Totally avoiding sarcastic language					
*Totally avoiding references to German-specific 'common knowledge' **(e.g., German politics, TV shows, etc.)***					
*Totally avoiding references to German-specific cultural events or practices **(e.g., German holidays, festivals, etc.)***					
*Switching into a language other than German **(e.g., English)** right after the conversation began*					

8.2 How would you feel if A STUDENT AT A GERMAN UNIVERSITY WHO IS NOT A NATIVE SPEAKER OF GERMAN were to talk to you as described in the far-left column of the table below? Please consider five criteria (each represented in the five right columns): (A) (lack of) helpfulness; (B) (lack of) encouragement; (C) in/exclusion; (D) condescension/accommodation; and (E) opinion of my German abilities.

For EACH ROW IN EACH OF THE FIVE COLUMNS, please choose a score between 0 and 100.

- A **score of 0-49** would indicate that you would be perceiving this speaking behavior in a **negative** light (e.g., distracting; discouraging; excluding; condescending; or conveying an extremely low opinion of your German abilities).
- A **score of 50** would indicate a neutral perception.
- A **score of 51-100** would indicate that you would be perceiving this speaking behavior in a **positive** light (e.g., helpful; encouraging; including; accommodating; or conveying an extremely high opinion of your German abilities).



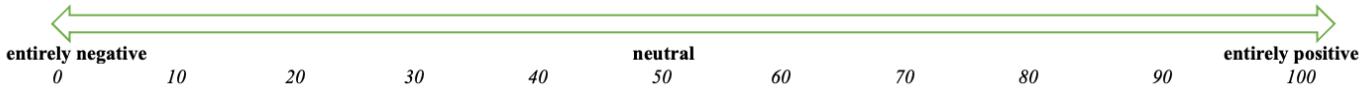
German-speaking behaviors by A STUDENT AT A GERMAN UNIVERSITY WHO IS NOT A NATIVE SPEAKER OF GERMAN	**A** **distracting (0-49)** **neutral (50)** **helpful (51-100)**	**B** **discouraging (0-49)** **neutral (50)** **encouraging (51-100)**	**C** **excluding (0-49)** **neutral (50)** **including (51-100)**	**D** **condescending (0-49)** **neutral (50)** **accommodating (51-100)**	**E** **Conveying an extremely low opinion of my German abilities (0-49) /neutral (50) / conveying an extremely high opinion of my German abilities (51-100)**
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making their utterances extremely short in length					
Using extremely simple grammar					
*Deliberately using only modified grammar (e.g., saying **"Me Tarzan."**)*					
Speaking extremely slowly					
Using extremely simple vocabulary					
*Using only vocabulary that complies with national conventions (e.g., saying **"drinking fountain"**)*					
*Using only grammar that complies with national conventions (e.g., saying **"Would you like to join us?"**)*					
*Enunciating individual sounds very clearly (e.g., saying **"P-R-O-B-A-B-L-Y"**)*					
*Emphasizing individual syllables to the extreme (e.g., saying **"TO-MA-TO SOUP"**)*					
*Speaking at an extremely high volume (**loud**)*					
*Taking extremely long turns speaking (**doing all or most of the talking**)*					

German-speaking behaviors by A STUDENT AT A GERMAN UNIVERSITY WHO IS NOT A NATIVE SPEAKER OF GERMAN	**A** **distracting (0-49)** **neutral (50)** **helpful (51-100)**	**B** **discouraging (0-49)** **neutral (50)** **encouraging (51-100)**	**C** **excluding (0-49)** **neutral (50)** **including (51-100)**	**D** **condescending (0-49)** **neutral (50)** **accommodating (51-100)**	**E** **Conveying an extremely low opinion of my German abilities (0-49) /neutral (50) / conveying an extremely high opinion of my German abilities (51-100)**
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making extremely long pauses between words and phrases					
Making extremely frequent pauses between words and phrases					
Making extremely pronounced facial expressions					
Making extremely frequent facial expressions					
Making extremely pronounced gestures					
Making extremely frequent gestures					
Totally avoiding asking me questions					
Totally avoiding making direct requests of me					
Totally avoiding making indirect requests of me					
*Totally avoiding figurative speech (e.g., saying "**suddenly" rather than "out of the blue")***					
*Totally avoiding word play (e.g., using **no puns**)*					
Totally avoiding exaggerations or half-truths					
*Totally avoiding taboo language or swearing (e.g., saying "**Shucks!")***					
Totally avoiding humor					
Totally avoiding sarcastic language					
*Totally avoiding references to German-specific 'common knowledge' **(e.g., German politics, TV shows, etc.)***					
*Totally avoiding references to German-specific cultural events or practices **(e.g., German holidays, festivals, etc.)***					
*Switching into a language other than German **(e.g., English)** right after the conversation began*					

8.3 How would you feel if A TEACHER OF GERMAN AT A GERMAN UNIVERSITY were to talk to you as described in the far-left column of the table below? Please consider five criteria (each represented in the five right columns): (A) (lack of) helpfulness; (B) (lack of) encouragement; (C) in/exclusion; (D) condescension/accommodation; and (E) opinion of my German abilities.

For EACH ROW IN EACH OF THE FIVE COLUMNS, please choose a score between 0 and 100.

- A **score of 0-49** would indicate that you would be perceiving this speaking behavior in a **negative** light (e.g., distracting; discouraging; excluding; condescending; or conveying an extremely low opinion of your German abilities).
- A **score of 50** would indicate a neutral perception.
- A **score of 51-100** would indicate that you would be perceiving this speaking behavior in a **positive** light (e.g., helpful; encouraging; including; accommodating; or conveying an extremely high opinion of your German abilities).



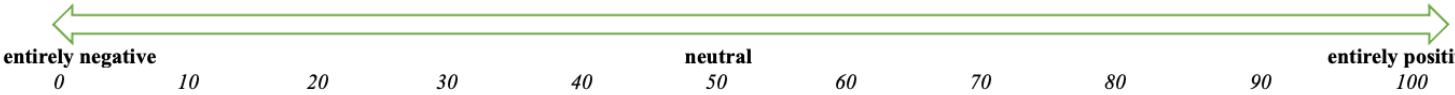
German-speaking behaviors by A TEACHER OF GERMAN AT A GERMAN UNIVERSITY	**A** **distracting (0-49) neutral (50) helpful (51-100)**	**B** **discouraging (0-49) neutral (50) encouraging (51-100)**	**C** **excluding (0-49) neutral (50) including (51-100)**	**D** **condescending (0-49) neutral (50) accommodating (51-100)**	**E** **Conveying an extremely low opinion of my German abilities (0-49) /neutral (50) / conveying an extremely high opinion of my German abilities (51-100)**
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making their utterances extremely short in length					
Using extremely simple grammar					
*Deliberately using only modified grammar (e.g., saying **"Me Tarzan."**)*					
Speaking extremely slowly					
Using extremely simple vocabulary					
*Using only vocabulary that complies with national conventions (e.g., saying **"drinking fountain"**)*					
*Using only grammar that complies with national conventions (e.g., saying **"Would you like to join us?"**)*					
*Enunciating individual sounds very clearly (e.g., saying **"P-R-O-B-A-B-L-Y"**)*					
*Emphasizing individual syllables to the extreme (e.g., saying **"TO-MA-TO SOUP"**)*					
*Speaking at an extremely high volume (**loud**)*					
*Taking extremely long turns speaking (**doing all or most of the talking**)*					

German-speaking behaviors by A TEACHER OF GERMAN AT A GERMAN UNIVERSITY	**A** **distracting (0-49)** **neutral (50)** **helpful (51-100)**	**B** **discouraging (0-49)** **neutral (50)** **encouraging (51-100)**	**C** **excluding (0-49)** **neutral (50)** **including (51-100)**	**D** **condescending (0-49)** **neutral (50)** **accommodating (51-100)**	**E** **Conveying an extremely low opinion of my German abilities (0-49) /neutral (50) / conveying an extremely high opinion of my German abilities (51-100)**
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making extremely long pauses between words and phrases					
Making extremely frequent pauses between words and phrases					
Making extremely pronounced facial expressions					
Making extremely frequent facial expressions					
Making extremely pronounced gestures					
Making extremely frequent gestures					
Totally avoiding asking me questions					
Totally avoiding making direct requests of me					
Totally avoiding making indirect requests of me					
*Totally avoiding figurative speech (e.g., saying "**suddenly" rather than "out of the blue")***					
*Totally avoiding word play (e.g., using **no puns**)*					
Totally avoiding exaggerations or half-truths					
*Totally avoiding taboo language or swearing (e.g., saying "**Shucks!")***					
Totally avoiding humor					
Totally avoiding sarcastic language					
*Totally avoiding references to German-specific 'common knowledge' **(e.g., German politics, TV shows, etc.)***					
*Totally avoiding references to German-specific cultural events or practices **(e.g., German holidays, festivals, etc.)***					
*Switching into a language other than German **(e.g., English)** right after the conversation began*					

8.4 How would you feel if A TEACHER OF A SUBJECT OTHER THAN GERMAN AT A GERMAN UNIVERSITY were to talk to you as described in the far-left column of the table below? Please consider five criteria (each represented in the five right columns): (A) (lack of) helpfulness; (B) (lack of) encouragement; (C) in/exclusion; (D) condescension/accommodation; and (E) opinion of my German abilities.

For EACH ROW IN EACH OF THE FIVE COLUMNS, please choose a score between 0 and 100.

- A **score of 0-49** would indicate that you would be perceiving this speaking behavior in a **negative** light (e.g., distracting; discouraging; excluding; condescending; or conveying an extremely low opinion of your German abilities).
- A **score of 50** would indicate a neutral perception.
- A **score of 51-100** would indicate that you would be perceiving this speaking behavior in a **positive** light (e.g., helpful; encouraging; including; accommodating; or conveying an extremely high opinion of your German abilities).



German-speaking behaviors by A TEACHER OF A SUBJECT OTHER THAN GERMAN AT A GERMAN UNIVERSITY	**A** **distracting (0-49) neutral (50) helpful (51-100)**	**B** **discouraging (0-49) neutral (50) encouraging (51-100)**	**C** **excluding (0-49) neutral (50) including (51-100)**	**D** **condescending (0-49) neutral (50) accommodating (51-100)**	**E** **Conveying an extremely low opinion of my German abilities (0-49) /neutral (50) / conveying an extremely high opinion of my German abilities (51-100)**
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making their utterances extremely short in length					
Using extremely simple grammar					
*Deliberately using only modified grammar (e.g., saying **"Me Tarzan."**)*					
Speaking extremely slowly					
Using extremely simple vocabulary					
*Using only vocabulary that complies with national conventions (e.g., saying **"drinking fountain"**)*					
*Using only grammar that complies with national conventions (e.g., saying **"Would you like to join us?"**)*					
*Enunciating individual sounds very clearly (e.g., saying **"P-R-O-B-A-B-L-Y"**)*					
*Emphasizing individual syllables to the extreme (e.g., saying **"TO-MA-TO SOUP"**)*					
*Speaking at an extremely high volume (**loud**)*					
*Taking extremely long turns speaking (**doing all or most of the talking**)*					

German-speaking behaviors by A TEACHER OF A SUBJECT OTHER THAN GERMAN AT A GERMAN UNIVERSITY	**A** **distracting (0-49)** **neutral (50)** **helpful (51-100)**	**B** **discouraging (0-49)** **neutral (50)** **encouraging (51-100)**	**C** **excluding (0-49)** **neutral (50)** **including (51-100)**	**D** **condescending (0-49)** **neutral (50)** **accommodating (51-100)**	**E** **Conveying an extremely low opinion of my German abilities (0-49) /neutral (50) / conveying an extremely high opinion of my German abilities (51-100)**
MANY EXAMPLES GIVEN HERE ARE IN ENGLISH FOR DEMONSTRATIVE PURPOSES. WHEN ANSWERING, PLEASE CONSIDER WHAT WOULD BE A GERMAN EQUIVALENT.					
Making extremely long pauses between words and phrases					
Making extremely frequent pauses between words and phrases					
Making extremely pronounced facial expressions					
Making extremely frequent facial expressions					
Making extremely pronounced gestures					
Making extremely frequent gestures					
Totally avoiding asking me questions					
Totally avoiding making direct requests of me					
Totally avoiding making indirect requests of me					
*Totally avoiding figurative speech (e.g., saying "**suddenly" rather than "out of the blue")***					
*Totally avoiding word play (e.g., using **no puns**)*					
Totally avoiding exaggerations or half-truths					
*Totally avoiding taboo language or swearing (e.g., saying "**Shucks!")***					
Totally avoiding humor					
Totally avoiding sarcastic language					
*Totally avoiding references to German-specific 'common knowledge' **(e.g., German politics, TV shows, etc.)***					
*Totally avoiding references to German-specific cultural events or practices **(e.g., German holidays, festivals, etc.)***					
*Switching into a language other than German (**e.g., English**) right after the conversation began*					

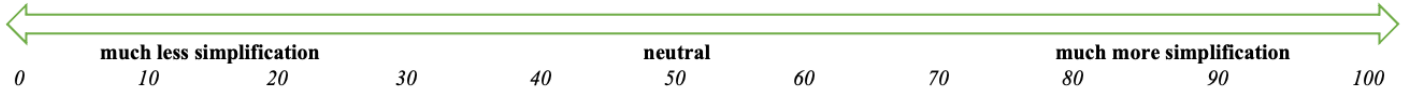
Appendix B.4 – Main Questionnaire: Individual Differences Questionnaire

9. HOW PEOPLE WOULD TALK TO INDIVIDUALS

9.1 How much might perceptions of YOUR ethnic appearance, gender identity, age, attractiveness, education level status, nationality, first language, and German ability, respectively, influence how much – if at all – FIVE DIFFERENT TYPES OF SPEAKERS (see the columns below) would attempt to simplify the German that they use with YOU?

Please choose a score between 0 and 100. Use the same scale for all columns.

- A **score of 0-49** would indicate that the perception of this specific attribute leads to much less to slightly less simplification compared to other types of people.
- A **score of 50** would indicate that the perception of this specific attribute leads to a neutral amount of modification.
- A **score of 51-100** would indicate that the perception of this specific attribute leads to slightly more to much more simplification compared to other types of people.



Based on how THIS SPEAKER perceives… ⇩	*How much would each of these five different speakers simplify the German they use with you based on how they perceive certain attributes?*				
	***A student at a university in Germany** who is a NATIVE speaker of German*	***A student at a university in Germany** who is NOT a native speaker of German*	*A teacher of German* at a German university	*A teacher of a subject other than German* at a German university	*A native speaker of German OUTSIDE OF THE UNIVERSITY*
Your ethnic appearance					
Your gender identity					
Your age					
Your attractiveness					
Your education level					
Your nationality					
Your first language/mother tongue					
Your German ability					

9.2. Please consider under what circumstances and in what contexts 'simplified German' is most likely to occur. Please describe in your own words:

	Please describe in as much detail as possible:
a) The characteristics of a native speaker of German – other than a language teacher – who is most likely to simplify their German when they speak with non-native speakers.	
b) The characteristics of a non-native speaker who is most likely to be on the receiving end of 'simplified German.'	
c) The most likely characteristics of 'simplified German' that a native speaker will use.	

9.3 Under what circumstances are native speakers of German most <u>un</u>likely to simplify their German & how would they go about it?
Please consider under what circumstances and in what contexts 'simplified German' is most UNlikely to occur. Please describe in your own words:

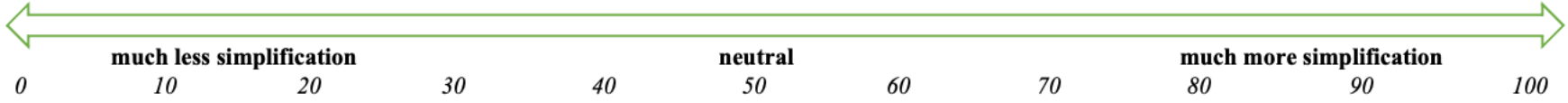
	Please describe in as much detail as possible:
a) The characteristics of a native speaker of German – other than a language teacher – who is most UNlikely to simplify their German when they speak with non-native speakers.	
b) The characteristics of a non-native speaker who is most UNlikely to be on the receiving end of 'simplified German.'	

10. HOW YOU WOULD COMPARE SPEECH

How might a native speaker of German speak to you in comparison to how the same native speaker would speak to each of five other types of people (as described on top of the five right columns), respectively, in each of 8 contexts (rows)? What is the relative extent to which a native speaker simplifies their speech to you vs. to other types of people?

Please choose a score between 0 and 100. Use the same scale for all columns.

- A **score of 0-49** would indicate that you experience much less to slightly less simplification than other types of people.
- A **score of 50** would indicate that you experience the same extent of modification as other types of people.
- A **score of 51-100** would indicate that you experience slightly more to much more simplification than other types of people.



When compared to: / In each of these contexts:	Other exchange students from the U.S. →	Other students at the university who are non-native speakers of German	Other students at the university who are native speakers of German	Adult non-native speakers of German who are not students and have professional jobs	Adult non-native speakers of German who are not students and do not have professional jobs
In university classes				N/A	
At university-related academic events (e.g., talks)					
At university-related non-academic events (e.g., parties)					
At entertainment venues outside the university					
At gathering places related to sports, fitness, or hobbies					
In situations in which I am/they are clients (e.g., stores)					
In situations in which I am/they are a patient					
In fleeting encounters (e.g., public transportation)					

11. YOUR TAKE

What thoughts might go through your mind if you notice that a native speaker uses 'simplified German' with you IN A GERMAN-SPEAKING COUNTRY? Please write sentences, sentence fragments or bullet points.

WHAT GOES THROUGH YOUR MIND…
about yourself as a speaker of German:
about yourself as a member of the German-speaking community:
about the native German speaker's attitudes towards your language proficiency:
the native German speaker's thoughts about you:
about your current German abilities:
about your future German abilities:
about the German-learning process(es):

Appendix C: Tables in Appendix

In RQs 2.1-2.3, I presented the overall imaginations and perceptions of negatively- and positively-evaluated FT-like LUBs taken together. Both with regard to mean value and category designation, Tables 53-62 show the results for all the imaginings of FT-like under each of the five dimensions at Timepoint 1, Tables 63-72 shows the same at Timepoint 2, and Tables 73-82 show changes in evaluation under each of the five dimensions from Timepoint 1 to Timepoint 2.

Dimensions are represented in the following order: distraction/helpfulness, encouragement/discouragement, signaling of social exclusion/inclusion, signaling of condescension/accommodation, and conveyance of a low/high opinion of an L2 user's proficiency in German – first by mean value, and then by category designation.

In the tables that deal with mean value (i.e., Tables 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81), I represented FT-likeness with pink highlighting, and FT-unlikeness with gray highlighting. Please note that due to the large differences in mean values between dimensions, I chose to provide a general designation FT-un/likeness because in a more fine-grained analysis, individual ranges would not apply across tables. To visualize category designation, the same categories were used as in the dissertation (i.e., Tables 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82). In the tables that deal with change between timepoints, language-use behaviors (LUBs) were phrased as extreme forms of *foreigner talk*. The organizational principle of these tables was the direction of the relative change in perception of the 29 LUBs, i.e., more FT-like (negative values, highlighted in gray) or less FT-like (positive values, highlighted in pink).

Table 53: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of distraction/helpfulness at Timepoint 1 by mean value

Behaviors that Tend Away From FT = ■ ; Language-Use Behaviors That Tend Toward FT = ■

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Perceived as Helpful*	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	73.18	11.68	0.16
2	Using **grammar** that complies with national conventions	70.91	20.35	0.29
3	Using simple **grammar**	64.55	22.07	0.34
4	Speaking slowly	63.18	23.80	0.38
5	Making their utterances short in length	61.36	19.38	0.32
6	Avoiding figurative speech	61.18	17.04	0.28
7	Making frequent gestures	60.27	18.60	0.31
8	Making pronounced gestures	59.55	22.74	0.38
9	Making frequent facial expressions	59.09	18.95	0.32
10	Avoiding exaggerations, half-truths, or untruths	57.73	11.70	0.20
11a	Using simple **vocabulary**	56.82	20.16	0.35
11b	Avoiding word play	56.82	14.37	0.25
13	Making pronounced facial expressions	56.45	21.13	0.37
14	Enunciating individual sounds very clearly	55.00	20.25	0.37
15	Making long pauses between words and phrases	54.55	19.42	0.36
16	Emphasizing individual syllables	54.09	21.89	0.40
17	Speaking at a high volume	53.64	22.59	0.42
18	Avoiding sarcastic language	52.73	19.79	0.38
19	Making frequent pauses between words and phrases	51.82	20.16	0.39
MEAN OF MEANS, POSITIVE EVALUATIONS		**59.10**	**19.27**	**0.33**
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Distracting***	**Mean**	**SD**	**CoV**
20	Taking long turns speaking	46.82	16.77	0.36
21	Avoiding making indirect requests	46.36	15.98	0.34
22	Avoiding references to German-specific 'common knowledge'	46.18	18.69	0.40
23	Avoiding taboo language or swearing	44.73	17.14	0.38
24	Avoiding references to German-specific cultural events or practices	42.09	20.59	0.49
25	Avoiding asking questions	40.00	16.28	0.41
26	Avoiding making direct requests	38.64	14.33	0.37
27	Deliberately using modified grammar	37.73	24.94	0.66
28	Avoiding humor	36.36	18.59	0.51
29	Switching into English	33.18	33.64	1.01
MEAN OF MEANS, NEGATIVE EVALUATIONS		**41.21**	**19.70**	**0.49**
MEAN OF ALL MEANS		**52.93**	**19.41**	**0.39**

Table 54: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of distraction/helpfulness at Timepoint 1 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Helpful***	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	73.18	11.68	0.16
2	Using **grammar** that complies with national conventions	70.91	20.35	0.29
3	Using simple **grammar**	64.55	22.07	0.34
4	Speaking slowly	63.18	23.80	0.38
5	Making their utterances short in length	61.36	19.38	0.32
6	Avoiding figurative speech	61.18	17.04	0.28
7	Making frequent gestures	60.27	18.60	0.31
8	Making pronounced gestures	59.55	22.74	0.38
9	Making frequent facial expressions	59.09	18.95	0.32
10	Avoiding exaggerations, half-truths, or untruths	57.73	11.70	0.20
11a	Using simple **vocabulary**	56.82	20.16	0.35
11b	Avoiding word play	56.82	14.37	0.25
13	Making pronounced facial expressions	56.45	21.13	0.37
14	Enunciating individual sounds very clearly	55.00	20.25	0.37
15	Making long pauses between words and phrases	54.55	19.42	0.36
16	Emphasizing individual syllables	54.09	21.89	0.40
17	Speaking at a high volume	53.64	22.59	0.42
18	Avoiding sarcastic language	52.73	19.79	0.38
19	Making frequent pauses between words and phrases	51.82	20.16	0.39
MEAN OF MEANS, POSITIVE EVALUATIONS		**59.10**	**19.27**	**0.33**
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Distracting***	**Mean**	**SD**	**CoV**
20	Taking long turns speaking	46.82	16.77	0.36
21	Avoiding making indirect requests	46.36	15.98	0.34
22	Avoiding references to German-specific 'common knowledge'	46.18	18.69	0.40
23	Avoiding taboo language or swearing	44.73	17.14	0.38
24	Avoiding references to German-specific cultural events or practices	42.09	20.59	0.49
25	Avoiding asking questions	40.00	16.28	0.41
26	Avoiding making direct requests	38.64	14.33	0.37
27	Deliberately using modified grammar	37.73	24.94	0.66
28	Avoiding humor	36.36	18.59	0.51
29	Switching into English	33.18	33.64	1.01
MEAN OF MEANS, NEGATIVE EVALUATIONS		**41.21**	**19.70**	**0.49**
MEAN OF ALL MEANS		**52.93**	**19.41**	**0.39**

Table 55: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of discouragement/encouragement at Timepoint 1 by mean value

Behaviors that Tend Away From FT = ; *Language-Use Behaviors That Tend Toward FT =*

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Imagined as Encouraging*	Mean	SD	CoV
1	Using **grammar** that complies with national conventions	63.18	16.01	0.25
2	Using **vocabulary** that complies with national conventions	59.09	12.00	0.20
3	Making frequent gestures	57.73	12.12	0.21
4	Making pronounced gestures	57.27	11.48	0.20
5	Making frequent facial expressions	56.36	17.48	0.31
6	Making pronounced facial expressions	55.91	15.46	0.28
MEAN OF MEANS, POSITIVE EVALUATIONS		58.26	14.09	0.24
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Discouraging***	**Mean**	**SD**	**CoV**
7	Avoiding exaggerations, half-truths, or untruths	48.18	14.54	0.30
8	Making their utterances short in length	47.27	25.14	0.53
9a	Speaking at a high volume	46.82	16.92	0.36
9b	Taking long turns speaking	46.82	14.19	0.30
9c	Avoiding figurative speech	46.82	9.82	0.21
9d	Avoiding word play	46.82	10.31	0.22
13	Avoiding sarcastic language	46.09	18.09	0.39
14	Using simple **grammar**	45.27	26.70	0.59
15a	Speaking slowly	44.45	25.91	0.58
15b	Using simple **vocabulary**	44.45	26.58	0.60
17	Enunciating individual sounds very clearly	43.82	24.89	0.57
18a	Making long pauses between words and phrases	41.82	22.83	0.55
18b	Making frequent pauses between words and phrases	41.82	22.94	0.55
20	Emphasizing individual syllables	40.91	24.27	0.59
21a	Avoiding taboo language or swearing	37.73	14.38	0.38
21b	Avoiding references to German-specific 'common knowledge'	37.73	17.08	0.45
23	Avoiding references to German-specific cultural events or practices	37.27	18.89	0.51
24	Avoiding humor	33.18	15.70	0.47
25	Avoiding making indirect requests	32.73	13.85	0.42
26	Deliberately using modified grammar	31.82	26.01	0.82
27	Avoiding making direct requests	27.27	13.11	0.48
28	Avoiding asking questions	20.00	13.60	0.68
29	Switching into English	15.00	13.78	0.92
MEAN OF MEANS, NEGATIVE EVALUATIONS		39.31	18.68	0.50
MEAN OF ALL MEANS		43.23	17.73	0.45

Table 56: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of discouragement/encouragement at Timepoint 1 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Encouraging***	**Mean**	**SD**	**CoV**
1	Using **grammar** that complies with national conventions	63.18	16.01	0.25
2	Using **vocabulary** that complies with national conventions	59.09	12.00	0.20
3	Making frequent gestures	57.73	12.12	0.21
4	Making pronounced gestures	57.27	11.48	0.20
5	Making frequent facial expressions	56.36	17.48	0.31
6	Making pronounced facial expressions	55.91	15.46	0.28
MEAN OF MEANS, POSITIVE EVALUATIONS		58.26	14.09	0.24
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Discouraging***	**Mean**	**SD**	**CoV**
7	Avoiding exaggerations, half-truths, or untruths	48.18	14.54	0.30
8	Making their utterances short in length	47.27	25.14	0.53
9a	Speaking at a high volume	46.82	16.92	0.36
9b	Taking long turns speaking	46.82	14.19	0.30
9c	Avoiding figurative speech	46.82	9.82	0.21
9d	Avoiding word play	46.82	10.31	0.22
13	Avoiding sarcastic language	46.09	18.09	0.39
14	Using simple **grammar**	45.27	26.70	0.59
15a	Using simple **vocabulary**	44.45	26.58	0.60
15b	Speaking slowly	44.45	25.91	0.58
17	Enunciating individual sounds very clearly	43.82	24.89	0.57
18a	Making long pauses between words and phrases	41.82	22.83	0.55
18b	Making frequent pauses between words and phrases	41.82	22.94	0.55
20	Emphasizing individual syllables	40.91	24.27	0.59
21a	Avoiding taboo language or swearing	37.73	14.38	0.38
21b	Avoiding references to German-specific 'common knowledge'	37.73	17.08	0.45
23	Avoiding references to German-specific cultural events or practices	37.27	18.89	0.51
24	Avoiding humor	33.18	15.70	0.47
25	Avoiding making indirect requests	32.73	13.85	0.42
26	Deliberately using modified grammar	31.82	26.01	0.82
27	Avoiding making direct requests	27.27	13.11	0.48
28	Avoiding asking questions	20.00	13.60	0.68
29	Switching into English	15.00	13.78	0.92
MEAN OF MEANS, NEGATIVE EVALUATIONS		39.31	18.68	0.50
MEAN OF ALL MEANS		43.23	17.73	0.45

Table 57: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of signaled social exclusion/inclusion at Timepoint 1 by mean value

Behaviors that Tend Away From FT = ; *Language-Use Behaviors That Tend Toward FT =*

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Imagined as Including*	Mean	SD	CoV
1	Using vocabulary that complies with national conventions	66.27	20.29	0.31
2	Using grammar that complies with national conventions	63.55	19.78	0.31
3	Making pronounced facial expressions	59.09	16.71	0.28
4	Making frequent pauses between words and phrases	59.00	12.49	0.21
5	Making pronounced gestures	58.64	12.06	0.21
6	Making frequent facial expressions	58.18	13.28	0.23
7	Making frequent gestures	57.27	12.32	0.22
8	Using simple grammar	57.00	18.25	0.32
9	Speaking at a high volume	56.36	18.32	0.32
10	Making their utterances short in length	55.45	22.52	0.41
11	Speaking slowly	54.09	18.42	0.34
12	Avoiding figurative speech	53.09	17.72	0.33
13	Making long pauses between words and phrases	52.64	10.84	0.21
14	Using simple vocabulary	51.73	20.73	0.40
15	Avoiding exaggerations, half-truths, or untruths	51.00	14.18	0.28
MEAN OF MEANS, POSITIVE EVALUATIONS		56.89	16.53	0.29
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Excluding***	**Mean**	**SD**	**CoV**
16	Emphasizing individual syllables	48.64	20.63	0.42
17	Enunciating individual sounds very clearly	47.91	20.42	0.43
18	Avoiding word play	47.27	14.89	0.32
19	Deliberately using modified grammar	42.00	25.44	0.61
20	Switching into English	40.91	27.55	0.67
21	Avoiding taboo language or swearing	40.45	22.74	0.56
22	Avoiding sarcastic language	38.55	21.17	0.55
23	Taking long turns speaking	37.27	18.22	0.49
24	Avoiding references to German-specific 'common knowledge'	34.09	21.19	0.62
25	Avoiding making indirect requests	33.64	23.67	0.70
26	Avoiding references to German-specific cultural events or practices	28.64	19.63	0.69
27	Avoiding humor	27.27	15.39	0.56
28	Avoiding making direct requests	21.82	13.83	0.63
29	Avoiding asking questions	17.27	13.67	0.79
MEAN OF MEANS, NEGATIVE EVALUATIONS		36.12	19.89	0.57
MEAN OF ALL MEANS		46.87	18.15	0.43

Table 58: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of signaled social exclusion/inclusion at Timepoint 1 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Including***	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	66.27	20.29	0.31
2	Using **grammar** that complies with national conventions	63.55	19.78	0.31
3	Making pronounced facial expressions	59.09	16.71	0.28
4	Making frequent pauses between words and phrases	59.00	12.49	0.21
5	Making pronounced gestures	58.64	12.06	0.21
6	Making frequent facial expressions	58.18	13.28	0.23
7	Making frequent gestures	57.27	12.32	0.22
8	Using simple **grammar**	57.00	18.25	0.32
9	Speaking at a high volume	56.36	18.32	0.32
10	Making their utterances short in length	55.45	22.52	0.41
11	Speaking slowly	54.09	18.42	0.34
12	Avoiding figurative speech	53.09	17.72	0.33
13	Making long pauses between words and phrases	52.64	10.84	0.21
14	Using simple **vocabulary**	51.73	20.73	0.40
15	Avoiding exaggerations, half-truths, or untruths	51.00	14.18	0.28
MEAN OF MEANS, POSITIVE EVALUATIONS		56.89	16.53	0.29
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Excluding***	**Mean**	**SD**	**CoV**
16	Emphasizing individual syllables	48.64	20.63	0.42
17	Enunciating individual sounds very clearly	47.91	20.42	0.43
18	Avoiding word play	47.27	14.89	0.32
19	Deliberately using modified grammar	42.00	25.44	0.61
20	Switching into English	40.91	27.55	0.67
21	Avoiding taboo language or swearing	40.45	22.74	0.56
22	Avoiding sarcastic language	38.55	21.17	0.55
23	Taking long turns speaking	37.27	18.22	0.49
24	Avoiding references to German-specific 'common knowledge'	34.09	21.19	0.62
25	Avoiding making indirect requests	33.64	23.67	0.70
26	Avoiding references to German-specific cultural events or practices	28.64	19.63	0.69
27	Avoiding humor	27.27	15.39	0.56
28	Avoiding making direct requests	21.82	13.83	0.63
29	Avoiding asking questions	17.27	13.67	0.79
MEAN OF MEANS, NEGATIVE EVALUATIONS		36.12	19.89	0.57
MEAN OF ALL MEANS		46.87	18.15	0.43

Table 59: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of signaled condescension/accommodation at Timepoint 1 by mean value

Behaviors that Tend Away From FT = ; *Language-Use Behaviors That Tend Toward FT =*

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Imagined as Accommodating*	Mean	SD	CoV
1	Using **grammar** that complies with national conventions	68.64	16.75	0.24
2	Using **vocabulary** that complies with national conventions	65.45	16.80	0.26
3	Making frequent gestures	63.64	14.85	0.23
4	Making pronounced gestures	63.18	14.37	0.23
5	Making frequent facial expressions	59.55	12.54	0.21
6	Making their utterances short in length	56.73	22.53	0.40
7	Making pronounced facial expressions	55.45	12.14	0.22
8	Avoiding exaggerations, half-truths, or untruths	54.00	10.49	0.19
9	Avoiding figurative speech	52.18	14.23	0.27
10	Making long pauses between words and phrases	51.73	12.12	0.23
11	Making frequent pauses between words and phrases	51.27	17.49	0.34
12	Speaking at a high volume	50.45	22.19	0.44
MEAN OF MEANS, POSITIVE EVALUATIONS		57.69	15.54	0.27
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Condescending***	**Mean**	**SD**	**CoV**
13	Using simple **vocabulary**	49.45	23.71	0.48
14	Taking long turns speaking	48.18	12.70	0.26
15	Avoiding word play	46.27	11.61	0.25
16	Speaking slowly	45.00	29.07	0.65
17	Using simple **grammar**	44.91	22.00	0.49
18	Emphasizing individual syllables	43.64	26.75	0.61
19	Avoiding taboo language or swearing	42.73	14.89	0.35
20	Avoiding sarcastic language	42.36	18.13	0.43
21	Enunciating individual sounds very clearly	40.91	28.00	0.68
22	Avoiding references to German-specific 'common knowledge'	40.00	15.65	0.39
23	Avoiding references to German-specific cultural events or practices	39.09	17.29	0.44
24	Avoiding making indirect requests	38.18	16.77	0.44
25	Avoiding making direct requests	32.27	14.03	0.43
26	Deliberately using modified grammar	30.64	24.60	0.80
27a	Avoiding humor	30.45	14.22	0.47
27b	Switching into English	30.45	28.85	0.95
29	Avoiding asking questions	25.45	15.88	0.62
MEAN OF MEANS, NEGATIVE EVALUATIONS		39.41	19.66	0.51
MEAN OF ALL MEANS		46.97	17.95	0.41

Table 60: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of signaled condescension/accommodation at Timepoint 1 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Accommodating***	Mean	SD	CoV
1	Using **grammar** that complies with national conventions	68.64	16.75	0.24
2	Using **vocabulary** that complies with national conventions	65.45	16.80	0.26
3	Making frequent gestures	63.64	14.85	0.23
4	Making pronounced gestures	63.18	14.37	0.23
5	Making frequent facial expressions	59.55	12.54	0.21
6	Making their utterances short in length	56.73	22.53	0.40
7	Making pronounced facial expressions	55.45	12.14	0.22
8	Avoiding exaggerations, half-truths, or untruths	54.00	10.49	0.19
9	Avoiding figurative speech	52.18	14.23	0.27
10	Making long pauses between words and phrases	51.73	12.12	0.23
11	Making frequent pauses between words and phrases	51.27	17.49	0.34
12	Speaking at a high volume	50.45	22.19	0.44
MEAN OF MEANS, POSITIVE EVALUATIONS		57.69	15.54	0.27
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Condescending***	**Mean**	**SD**	**CoV**
13	Using simple **vocabulary**	49.45	23.71	0.48
14	Taking long turns speaking	48.18	12.70	0.26
15	Avoiding word play	46.27	11.61	0.25
16	Speaking slowly	45.00	29.07	0.65
17	Using simple **grammar**	44.91	22.00	0.49
18	Emphasizing individual syllables	43.64	26.75	0.61
19	Avoiding taboo language or swearing	42.73	14.89	0.35
20	Avoiding sarcastic language	42.36	18.13	0.43
21	Enunciating individual sounds very clearly	40.91	28.00	0.68
22	Avoiding references to German-specific 'common knowledge'	40.00	15.65	0.39
23	Avoiding references to German-specific cultural events or practices	39.09	17.29	0.44
24	Avoiding making indirect requests	38.18	16.77	0.44
25	Avoiding making direct requests	32.27	14.03	0.43
26	Deliberately using modified grammar	30.64	24.60	0.80
27a	Avoiding humor	30.45	14.22	0.47
27b	Switching into English	30.45	28.85	0.95
29	Avoiding asking questions	25.45	15.88	0.62
MEAN OF MEANS, NEGATIVE EVALUATIONS		39.41	19.66	0.51
MEAN OF ALL MEANS		46.97	17.95	0.41

Table 61: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree it conveys a low/high opinion of their L2 German proficiency at Timepoint 1 by mean value

Behaviors that Tend Away From FT = ; *Language-Use Behaviors That Tend Toward FT =*

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Imagined as Conveying a High Opinion of their L2 German Proficiency*	Mean	SD	CoV
1	Using grammar that complies with national conventions	52.27	6.47	0.12
2a	Using vocabulary that complies with national conventions	50.91	8.61	0.17
2b	Making frequent gestures	50.91	7.35	0.14
MEAN OF MEANS, POSITIVE EVALUATIONS		51.36	7.48	0.14
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Conveying a Low Opinion of their L2 German Proficiency***	**Mean**	**SD**	**CoV**
4	Making frequent facial expressions	44.09	6.25	0.14
5	Avoiding exaggerations, half-truths, or untruths	43.55	6.11	0.14
6a	Making pronounced facial expressions	42.73	5.64	0.13
6b	Making pronounced gestures	42.73	7.20	0.17
8	Taking long turns speaking	41.82	11.02	0.26
9	Making their utterances short in length	39.55	20.06	0.51
10	Avoiding word play	38.09	14.46	0.38
11	Avoiding figurative speech	37.82	10.46	0.28
12	Avoiding taboo language or swearing	37.64	15.05	0.40
13	Avoiding references to German-specific 'common knowledge'	37.18	13.39	0.36
14a	Speaking at a high volume	35.91	15.30	0.43
14b	Making long pauses between words and phrases	35.91	14.11	0.39
16	Emphasizing individual syllables	35.36	16.72	0.47
17	Avoiding references to German-specific cultural events or practices	35.18	13.69	0.39
18a	Making frequent pauses between words and phrases	33.18	13.65	0.41
18b	Avoiding sarcastic language	33.18	13.65	0.41
20	Enunciating individual sounds very clearly	33.09	16.53	0.50
21	Using simple vocabulary	32.73	14.03	0.43
22	Speaking slowly	31.73	13.52	0.43
23	Using simple grammar	30.00	17.03	0.57
24	Avoiding humor	24.55	14.22	0.58
25	Avoiding making indirect requests	24.18	12.18	0.50
26	Avoiding asking questions	22.36	17.40	0.78
27	Deliberately using modified grammar	21.18	19.68	0.93
28	Avoiding making direct requests	19.09	9.70	0.51
29	Switching into English	14.55	12.74	0.88
MEAN OF MEANS, NEGATIVE EVALUATIONS		33.36	13.22	0.44
MEAN OF ALL MEANS		35.22	12.63	0.41

Table 62: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree it conveys a low/high opinion of their L2 German proficiency at Timepoint 1 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Conveying a High Opinion of their L2 German Proficiency***	**Mean**	**SD**	**CoV**
1	Using **grammar** that complies with national conventions	52.27	6.47	0.12
2a	Using **vocabulary** that complies with national conventions	50.91	8.61	0.17
2b	Making frequent gestures	50.91	7.35	0.14
MEAN OF MEANS, POSITIVE EVALUATIONS		51.36	7.48	0.14
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Imagined as Conveying a Low Opinion of their L2 German Proficiency***	**Mean**	**SD**	**CoV**
4	Making frequent facial expressions	44.09	6.25	0.14
5	Avoiding exaggerations, half-truths, or untruths	43.55	6.11	0.14
6a	Making pronounced facial expressions	42.73	5.64	0.13
6b	Making pronounced gestures	42.73	7.20	0.17
8	Taking long turns speaking	41.82	11.02	0.26
9	Making their utterances short in length	39.55	20.06	0.51
10	Avoiding word play	38.09	14.46	0.38
11	Avoiding figurative speech	37.82	10.46	0.28
12	Avoiding taboo language or swearing	37.64	15.05	0.40
13	Avoiding references to German-specific 'common knowledge'	37.18	13.39	0.36
14a	Speaking at a high volume	35.91	15.30	0.43
14b	Making long pauses between words and phrases	35.91	14.11	0.39
16	Emphasizing individual syllables	35.36	16.72	0.47
17	Avoiding references to German-specific cultural events or practices	35.18	13.69	0.39
18a	Making frequent pauses between words and phrases	33.18	13.65	0.41
18b	Avoiding sarcastic language	33.18	13.65	0.41
20	Enunciating individual sounds very clearly	33.09	16.53	0.50
21	Using simple **vocabulary**	32.73	14.03	0.43
22	Speaking slowly	31.73	13.52	0.43
23	Using simple **grammar**	30.00	17.03	0.57
24	Avoiding humor	24.55	14.22	0.58
25	Avoiding making indirect requests	24.18	12.18	0.50
26	Avoiding asking questions	22.36	17.40	0.78
27	Deliberately using modified grammar	21.18	19.68	0.93
28	Avoiding making direct requests	19.09	9.70	0.51
29	Switching into English	14.55	12.74	0.88
MEAN OF MEANS, NEGATIVE EVALUATIONS		33.36	13.22	0.44
MEAN OF ALL MEANS		35.22	12.63	0.41

Table 63: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of distraction/helpfulness at Timepoint 2 by mean value

Behaviors that Tend Away From FT = ; *Language-Use Behaviors That Tend Toward FT =*

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Helpful***	Mean	SD	CoV
1	Using vocabulary that complies with national conventions	71.43	9.29	0.13
2	Using grammar that complies with national conventions	61.43	13.43	0.22
3	Using simple vocabulary	58.32	16.97	0.29
4	Avoiding figurative speech	57.86	9.70	0.17
5	Making frequent gestures	57.14	14.91	0.26
6	Speaking slowly	56.50	12.93	0.23
7	Making pronounced gestures	56.43	16.40	0.29
8	Making frequent facial expressions	55.00	13.67	0.25
9	Avoiding exaggerations, half-truths, or untruths	54.71	11.37	0.21
10	Taking long turns speaking	54.29	12.27	0.23
11	Making their utterances short in length	53.93	17.79	0.33
12a	Enunciating individual sounds very clearly	53.57	17.19	0.32
12b	Avoiding word play	53.57	11.06	0.21
14	Speaking at a high volume	52.86	17.86	0.34
15	Using simple grammar	52.57	16.10	0.31
16	Making pronounced facial expressions	50.71	13.47	0.27
MEAN OF MEANS, POSITIVE		56.27	14.03	0.25
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Distracting***	**Mean**	**SD**	**CoV**
17	Emphasizing individual syllables to the extreme	48.39	18.68	0.39
18	Avoiding references to German-specific 'common knowledge'	47.86	8.01	0.17
19	Avoiding sarcastic language	47.68	15.17	0.32
20	Making long pauses between words and phrases	45.00	11.70	0.26
21	Avoiding making indirect requests	44.46	13.62	0.31
22	Switching into English	43.93	23.48	0.53
23	Avoiding references to German-specific cultural events or practices	42.96	9.55	0.22
24	Avoiding taboo language or swearing	42.86	11.50	0.27
25	Making frequent pauses between words and phrases	42.79	11.46	0.27
26	Avoiding asking questions	40.04	16.74	0.42
27	Avoiding making direct requests	36.79	12.27	0.33
28	Avoiding humor	33.57	15.51	0.46
29	Deliberately using modified grammar	32.50	18.90	0.58
MEAN OF MEANS, NEGATIVE		42.22	14.35	0.35
MEAN OF ALL MEANS		49.97	14.17	0.30

Table 64: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of distraction/helpfulness at Timepoint 1 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Helpful***	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	71.43	9.29	0.13
2	Using **grammar** that complies with national conventions	61.43	13.43	0.22
3	Using simple **vocabulary**	58.32	16.97	0.29
4	Avoiding figurative speech	57.86	9.70	0.17
5	Making frequent gestures	57.14	14.91	0.26
6	Speaking slowly	56.50	12.93	0.23
7	Making pronounced gestures	56.43	16.40	0.29
8	Making frequent facial expressions	55.00	13.67	0.25
9	Avoiding exaggerations, half-truths, or untruths	54.71	11.37	0.21
10	Taking long turns speaking	54.29	12.27	0.23
11	Making their utterances short in length	53.93	17.79	0.33
12a	Enunciating individual sounds very clearly	53.57	17.19	0.32
12b	Avoiding word play	53.57	11.06	0.21
14	Speaking at a high volume	52.86	17.86	0.34
15	Using simple **grammar**	52.57	16.10	0.31
16	Making pronounced facial expressions	50.71	13.47	0.27
MEAN OF MEANS, POSITIVE		56.27	14.03	0.25
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Distracting***	**Mean**	**SD**	**CoV**
17	Emphasizing individual syllables to the extreme	48.39	18.68	0.39
18	Avoiding references to German-specific 'common knowledge'	47.86	8.01	0.17
19	Avoiding sarcastic language	47.68	15.17	0.32
20	Making long pauses between words and phrases	45.00	11.70	0.26
21	Avoiding making indirect requests	44.46	13.62	0.31
22	Switching into English	43.93	23.48	0.53
23	Avoiding references to German-specific cultural events or practices	42.96	9.55	0.22
24	Avoiding taboo language or swearing	42.86	11.50	0.27
25	Making frequent pauses between words and phrases	42.79	11.46	0.27
26	Avoiding asking questions	40.04	16.74	0.42
27	Avoiding making direct requests	36.79	12.27	0.33
28	Avoiding humor	33.57	15.51	0.46
29	Deliberately using modified grammar	32.50	18.90	0.58
MEAN OF MEANS, NEGATIVE		42.22	14.35	0.35
MEAN OF ALL MEANS		49.97	14.17	0.30

Table 65: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of discouragement/encouragement at Timepoint 2 by mean value

Behaviors that Tend Away From FT = ; *Language-Use Behaviors That Tend Toward FT =*

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Perceived as Encouraging*	Mean	SD	CoV
1	Using vocabulary that complies with national conventions	62.50	13.87	0.22
2	Using grammar that complies with national conventions	60.71	17.44	0.29
3	Making frequent gestures	54.29	15.71	0.29
4a	Taking long turns speaking	52.14	14.46	0.28
4b	Making pronounced facial expressions	52.14	10.51	0.20
6	Making pronounced gestures	51.96	11.85	0.23
7	Making frequent facial expressions	51.79	15.72	0.30
8	Speaking at a high volume	50.89	17.04	0.33
9	Avoiding exaggerations, half-truths, or untruths	50.61	11.91	0.24
MEAN OF MEANS, POSITIVE		54.11	14.28	0.26
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Discouraging***	**Mean**	**SD**	**CoV**
10	Speaking slowly	45.79	17.47	0.38
11	Avoiding word play	45.36	9.82	0.22
12	Using simple vocabulary	45.18	20.63	0.46
13	Enunciating individual sounds very clearly	45.00	24.58	0.55
14	Avoiding sarcastic language	43.93	17.04	0.39
15	Avoiding figurative speech	43.39	9.07	0.21
16	Using simple grammar	42.36	17.22	0.41
17	Making their utterances short in length	42.32	15.97	0.38
18a	Emphasizing individual syllables to the extreme	42.14	22.34	0.53
18b	Making long pauses between words and phrases	42.14	14.11	0.33
20	Avoiding taboo language or swearing	41.89	9.49	0.23
21	Making frequent pauses between words and phrases	41.61	15.02	0.36
22	Avoiding making indirect requests	41.43	12.10	0.29
23	Avoiding references to German-specific 'common knowledge'	38.50	11.54	0.30
24	Avoiding making direct requests	36.79	14.51	0.39
25	Avoiding references to German-specific cultural events or practices	34.57	16.24	0.47
26	Avoiding asking questions	31.07	16.01	0.52
27	Avoiding humor	28.21	10.72	0.38
28	Deliberately using modified grammar	27.50	24.78	0.90
29	Switching into English	25.36	12.72	0.50
MEAN OF MEANS, NEGATIVE		39.23	15.57	0.41
MEAN OF ALL MEANS		43.85	15.17	0.36

Table 66: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of discouragement/encouragement at Timepoint 2 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Encouraging***	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	62.50	13.87	0.22
2	Using **grammar** that complies with national conventions	60.71	17.44	0.29
3	Making frequent gestures	54.29	15.71	0.29
4a	Taking long turns speaking	52.14	14.46	0.28
4b	Making pronounced facial expressions	52.14	10.51	0.20
6	Making pronounced gestures	51.96	11.85	0.23
7	Making frequent facial expressions	51.79	15.72	0.30
8	Speaking at a high volume	50.89	17.04	0.33
9	Avoiding exaggerations, half-truths, or untruths	50.61	11.91	0.24
MEAN OF MEANS, POSITIVE		54.11	14.28	0.26
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Discouraging***	**Mean**	**SD**	**CoV**
10	Speaking slowly	45.79	17.47	0.38
11	Avoiding word play	45.36	9.82	0.22
12	Using simple **vocabulary**	45.18	20.63	0.46
13	Enunciating individual sounds very clearly	45.00	24.58	0.55
14	Avoiding sarcastic language	43.93	17.04	0.39
15	Avoiding figurative speech	43.39	9.07	0.21
16	Using simple **grammar**	42.36	17.22	0.41
17	Making their utterances short in length	42.32	15.97	0.38
18a	Emphasizing individual syllables to the extreme	42.14	22.34	0.53
18b	Making long pauses between words and phrases	42.14	14.11	0.33
20	Avoiding taboo language or swearing	41.89	9.49	0.23
21	Making frequent pauses between words and phrases	41.61	15.02	0.36
22	Avoiding making indirect requests	41.43	12.10	0.29
23	Avoiding references to German-specific 'common knowledge'	38.50	11.54	0.30
24	Avoiding making direct requests	36.79	14.51	0.39
25	Avoiding references to German-specific cultural events or practices	34.57	16.24	0.47
26	Avoiding asking questions	31.07	16.01	0.52
27	Avoiding humor	28.21	10.72	0.38
28	Deliberately using modified grammar	27.50	24.78	0.90
29	Switching into English	25.36	12.72	0.50
MEAN OF MEANS, NEGATIVE		39.23	15.57	0.41
MEAN OF ALL MEANS		43.85	15.17	0.36

Table 67: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of signaled social exclusion/inclusion at Timepoint 2 by mean value

Behaviors that Tend Away From FT = ■ ; Language-Use Behaviors That Tend Toward FT = ■

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Perceived as Including*	Mean	SD	CoV
1	Using **grammar** that complies with national conventions	60.54	19.63	0.32
2	Using **vocabulary** that complies with national conventions	59.46	22.29	0.37
3	Speaking slowly	57.32	12.14	0.21
4	Using simple **grammar**	56.96	15.08	0.26
5	Speaking at a high volume	56.79	12.06	0.21
6	Making pronounced gestures	55.36	11.46	0.21
7	Making pronounced facial expressions	53.57	15.51	0.29
8a	Using simple **vocabulary**	52.86	21.80	0.41
8b	Making frequent gestures	52.86	14.80	0.28
10	Emphasizing individual syllables to the extreme	52.50	12.74	0.24
11	Making frequent facial expressions	51.79	15.65	0.30
12	Making long pauses between words and phrases	50.39	15.76	0.31
MEAN OF MEANS, POSITIVE		55.03	15.74	0.28
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Excluding***	**Mean**	**SD**	**CoV**
13	Enunciating individual sounds very clearly	49.82	17.37	0.35
14	Making their utterances short in length	49.64	17.50	0.35
15	Making frequent pauses between words and phrases	49.46	14.85	0.30
16	Avoiding exaggerations, half-truths, or untruths	46.43	7.86	0.17
17	Avoiding figurative speech	45.57	10.07	0.22
18	Switching into English	42.32	23.46	0.55
19	Taking long turns speaking	40.36	19.34	0.48
20a	Avoiding word play	40.00	10.31	0.26
20b	Avoiding sarcastic language	40.00	10.51	0.26
22	Avoiding references to German-specific 'common knowledge'	39.43	14.05	0.36
23	Avoiding making indirect requests	36.43	10.07	0.28
24	Deliberately using modified grammar	36.07	21.31	0.59
25	Avoiding taboo language or swearing	35.89	10.81	0.30
26	Avoiding references to German-specific cultural events or practices	34.43	13.76	0.40
27	Avoiding humor	27.12	10.01	0.37
28	Avoiding asking questions	25.00	9.77	0.39
29	Avoiding making direct requests	23.21	8.20	0.35
MEAN OF MEANS, NEGATIVE		38.89	13.49	0.35
MEAN OF ALL MEANS		45.57	14.42	0.32

Table 68: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of signaled social exclusion/inclusion at Timepoint 2 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Including***	Mean	SD	CoV
1	Using **grammar** that complies with national conventions	60.54	19.63	0.32
2	Using **vocabulary** that complies with national conventions	59.46	22.29	0.37
3	Speaking slowly	57.32	12.14	0.21
4	Using simple **grammar**	56.96	15.08	0.26
5	Speaking at a high volume	56.79	12.06	0.21
6	Making pronounced gestures	55.36	11.46	0.21
7	Making pronounced facial expressions	53.57	15.51	0.29
8a	Using simple **vocabulary**	52.86	21.80	0.41
8b	Making frequent gestures	52.86	14.80	0.28
10	Emphasizing individual syllables to the extreme	52.50	12.74	0.24
11	Making frequent facial expressions	51.79	15.65	0.30
12	Making long pauses between words and phrases	50.39	15.76	0.31
MEAN OF MEANS, POSITIVE		55.03	15.74	0.28
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Excluding***	**Mean**	**SD**	**CoV**
13	Enunciating individual sounds very clearly	49.82	17.37	0.35
14	Making their utterances short in length	49.64	17.50	0.35
15	Making frequent pauses between words and phrases	49.46	14.85	0.30
16	Avoiding exaggerations, half-truths, or untruths	46.43	7.86	0.17
17	Avoiding figurative speech	45.57	10.07	0.22
18	Switching into English	42.32	23.46	0.55
19	Taking long turns speaking	40.36	19.34	0.48
20a	Avoiding word play	40.00	10.31	0.26
20b	Avoiding sarcastic language	40.00	10.51	0.26
22	Avoiding references to German-specific 'common knowledge'	39.43	14.05	0.36
23	Avoiding making indirect requests	36.43	10.07	0.28
24	Deliberately using modified grammar	36.07	21.31	0.59
25	Avoiding taboo language or swearing	35.89	10.81	0.30
26	Avoiding references to German-specific cultural events or practices	34.43	13.76	0.40
27	Avoiding humor	27.12	10.01	0.37
28	Avoiding asking questions	25.00	9.77	0.39
29	Avoiding making direct requests	23.21	8.20	0.35
MEAN OF MEANS, NEGATIVE		38.89	13.49	0.35
MEAN OF ALL MEANS		45.57	14.42	0.32

Table 69: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of signaled condescension/accommodation at Timepoint 2 by mean value

Behaviors that Tend Away From FT = ; *Language-Use Behaviors That Tend Toward FT* =

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Perceived as Accommodating*	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	68.57	15.40	0.22
2	Using **grammar** that complies with national conventions	63.93	17.65	0.28
3	Making frequent facial expressions	59.29	12.86	0.22
4	Making frequent gestures	56.43	14.63	0.26
5	Making pronounced gestures	56.25	13.83	0.25
6	Making pronounced facial expressions	54.64	9.77	0.18
7	Avoiding figurative speech	53.57	14.91	0.28
8	Taking long turns speaking	52.68	12.14	0.23
9	Avoiding exaggerations, half-truths, or untruths	52.36	10.93	0.21
10	Using simple **vocabulary**	52.14	18.50	0.35
MEAN OF MEANS, POSITIVE		56.99	14.06	0.25
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Condescending***	**Mean**	**SD**	**CoV**
11	Making frequent pauses between words and phrases	49.82	16.18	0.32
12	Using simple **grammar**	49.32	18.77	0.38
13	Speaking at a high volume	48.39	17.90	0.37
14	Making their utterances short in length	47.86	16.65	0.35
15	Avoiding word play	47.39	15.97	0.34
16	Enunciating individual sounds very clearly	47.32	18.84	0.40
17	Speaking slowly	46.61	21.15	0.45
18	Emphasizing individual syllables to the extreme	46.25	19.93	0.43
19	Making long pauses between words and phrases	45.54	13.30	0.29
20	Avoiding sarcastic language	44.46	21.26	0.48
21	Avoiding taboo language or swearing	41.79	15.02	0.36
22	Avoiding making indirect requests	41.61	11.68	0.28
23	Avoiding references to German-specific 'common knowledge'	40.39	16.60	0.41
24	Switching into English	40.00	23.80	0.59
25	Avoiding references to German-specific cultural events or practices	39.04	17.88	0.46
26	Avoiding making direct requests	35.36	16.33	0.46
27	Avoiding asking questions	31.07	13.28	0.43
28	Avoiding humor	28.57	12.93	0.45
29	Deliberately using modified grammar	25.18	22.48	0.89
MEAN OF MEANS, NEGATIVE		41.89	17.37	0.43
MEAN OF ALL MEANS		47.10	16.23	0.37

Table 70: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree of signaled condescension/accommodation at Timepoint 2 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Accommodating***	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	68.57	15.40	0.22
2	Using **grammar** that complies with national conventions	63.93	17.65	0.28
3	Making frequent facial expressions	59.29	12.86	0.22
4	Making frequent gestures	56.43	14.63	0.26
5	Making pronounced gestures	56.25	13.83	0.25
6	Making pronounced facial expressions	54.64	9.77	0.18
7	Avoiding figurative speech	53.57	14.91	0.28
8	Taking long turns speaking	52.68	12.14	0.23
9	Avoiding exaggerations, half-truths, or untruths	52.36	10.93	0.21
10	Using simple **vocabulary**	52.14	18.50	0.35
MEAN OF MEANS, POSITIVE		56.99	14.06	0.25
Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Condescending***	**Mean**	**SD**	**CoV**
11	Making frequent pauses between words and phrases	49.82	16.18	0.32
12	Using simple **grammar**	49.32	18.77	0.38
13	Speaking at a high volume	48.39	17.90	0.37
14	Making their utterances short in length	47.86	16.65	0.35
15	Avoiding word play	47.39	15.97	0.34
16	Enunciating individual sounds very clearly	47.32	18.84	0.40
17	Speaking slowly	46.61	21.15	0.45
18	Emphasizing individual syllables to the extreme	46.25	19.93	0.43
19	Making long pauses between words and phrases	45.54	13.30	0.29
20	Avoiding sarcastic language	44.46	21.26	0.48
21	Avoiding taboo language or swearing	41.79	15.02	0.36
22	Avoiding making indirect requests	41.61	11.68	0.28
23	Avoiding references to German-specific 'common knowledge'	40.39	16.60	0.41
24	Switching into English	40.00	23.80	0.59
25	Avoiding references to German-specific cultural events or practices	39.04	17.88	0.46
26	Avoiding making direct requests	35.36	16.33	0.46
27	Avoiding asking questions	31.07	13.28	0.43
28	Avoiding humor	28.57	12.93	0.45
29	Deliberately using modified grammar	25.18	22.48	0.89
MEAN OF MEANS, NEGATIVE		41.89	17.37	0.43
MEAN OF ALL MEANS		47.10	16.23	0.37

Table 71: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree it conveys a low/high opinion of their L2 proficiency in German at Timepoint 2 by mean value

Behaviors that Tend Away From FT = ■ ; *Language-Use Behaviors That Tend Toward FT* = □

Rank of Mean	*Extreme Forms of Hypothesized FT that Respondents Perceived as Conveying a Low Opinion of their L2 German Proficiency*	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	48.04	5.52	0.11
2a	Using **grammar** that complies with national conventions	47.14	6.43	0.14
2b	Making frequent gestures	47.14	6.03	0.13
4	Making frequent facial expressions	44.82	6.64	0.15
5	Making pronounced gestures	44.46	6.50	0.15
6	Avoiding exaggerations, half-truths, or untruths	42.89	7.62	0.18
7	Making pronounced facial expressions	42.32	10.02	0.24
8	Taking long turns speaking	42.07	18.06	0.43
9	Avoiding taboo language or swearing	39.68	12.80	0.32
10	Avoiding references to German-specific 'common knowledge'	38.96	10.53	0.27
11	Avoiding references to German-specific cultural events or practices	38.25	12.10	0.32
12	Making long pauses between words and phrases	37.61	9.38	0.25
13	Making frequent pauses between words and phrases	37.36	8.95	0.24
14	Avoiding word play	36.61	16.75	0.46
15	Avoiding figurative speech	36.25	11.46	0.32
16	Making their utterances short in length	34.64	23.06	0.67
17	Avoiding sarcastic language	34.39	14.96	0.43
18	Speaking at a high volume	34.29	12.00	0.35
19	Avoiding making indirect requests	33.93	9.86	0.29
20	Using simple **vocabulary**	33.54	16.83	0.50
21	Enunciating individual sounds very clearly	33.39	11.40	0.34
22	Using simple **grammar**	32.07	16.71	0.52
23	Speaking slowly	31.79	12.86	0.40
24	Emphasizing individual syllables to the extreme	30.75	15.17	0.49
25	Avoiding making direct requests	26.11	13.75	0.53
26a	Avoiding asking questions	25.54	14.03	0.55
26b	Avoiding humor	25.54	15.71	0.62
28	Switching into English	21.07	14.16	0.67
29	Deliberately using modified grammar	13.57	15.78	1.16
MEAN OF MEANS, NEGATIVE		35.66	12.24	0.39
MEAN OF ALL MEANS		35.66	12.24	0.39

Table 72: Learners' imaginations of how they would perceive 29 extreme forms of hypothesized FT directed at them by their German native-speaker peers in terms of the relative degree it conveys a low/high opinion of their L2 proficiency in German at Timepoint 2 by category designation

Rank of Mean	***Extreme Forms of Hypothesized FT that Respondents Perceived as Conveying a Low Opinion of their L2 German Proficiency***	Mean	SD	CoV
1	Using **vocabulary** that complies with national conventions	48.04	5.52	0.11
2a	Using **grammar** that complies with national conventions	47.14	6.43	0.14
2b	Making frequent gestures	47.14	6.03	0.13
4	Making frequent facial expressions	44.82	6.64	0.15
5	Making pronounced gestures	44.46	6.50	0.15
6	Avoiding exaggerations, half-truths, or untruths	42.89	7.62	0.18
7	Making pronounced facial expressions	42.32	10.02	0.24
8	Taking long turns speaking	42.07	18.06	0.43
9	Avoiding taboo language or swearing	39.68	12.80	0.32
10	Avoiding references to German-specific 'common knowledge'	38.96	10.53	0.27
11	Avoiding references to German-specific cultural events or practices	38.25	12.10	0.32
12	Making long pauses between words and phrases	37.61	9.38	0.25
13	Making frequent pauses between words and phrases	37.36	8.95	0.24
14	Avoiding word play	36.61	16.75	0.46
15	Avoiding figurative speech	36.25	11.46	0.32
16	Making their utterances short in length	34.64	23.06	0.67
17	Avoiding sarcastic language	34.39	14.96	0.43
18	Speaking at a high volume	34.29	12.00	0.35
19	Avoiding making indirect requests	33.93	9.86	0.29
20	Using simple **vocabulary**	33.54	16.83	0.50
21	Enunciating individual sounds very clearly	33.39	11.40	0.34
22	Using simple **grammar**	32.07	16.71	0.52
23	Speaking slowly	31.79	12.86	0.40
24	Emphasizing individual syllables to the extreme	30.75	15.17	0.49
25	Avoiding making direct requests	26.11	13.75	0.53
26a	Avoiding asking questions	25.54	14.03	0.55
26b	Avoiding humor	25.54	15.71	0.62
28	Switching into English	21.07	14.16	0.67
29	Deliberately using modified grammar	13.57	15.78	1.16
MEAN OF MEANS, NEGATIVE		35.66	12.24	0.39
MEAN OF ALL MEANS		35.66	12.24	0.39

Table 73: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the relative degree of distraction/helpfulness by mean value

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Switching into English	+10.75	.038
2	Taking long turns speaking	+7.47	.032
3	Avoiding references to German-specific 'common knowledge'	+1.68	.544
4	Using simple vocabulary	+1.50	.197
5	Avoiding references to German-specific cultural events or practices	+0.87	.680
6	Avoiding asking questions	+0.04	.308
MEAN OF CHANGE, POSITIVE		+3.72	0.300
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
7	Speaking at a high volume	-0.78	.554
8	Enunciating individual sounds very clearly	-1.43	.811
9	Using vocabulary that complies with national conventions	-1.75	1.000
10	Avoiding making direct requests	-1.85	1.000
11	Avoiding taboo language or swearing	-1.87	.966
12	Avoiding making indirect requests	-1.90	1.000
13	Avoiding humor	-2.79	1.000
14	Avoiding exaggerations, half-truths, or untruths	-3.01	.627
15	Making pronounced gestures	-3.12	.931
16	Making frequent gestures	-3.13	.903
17	Avoiding word play	-3.25	.683
18	Avoiding figurative speech	-3.32	.672
19	Making frequent facial expressions	-4.09	.640
20	Avoiding sarcastic language	-5.05	.655
21	Deliberately using modified grammar	-5.23	.607
22	Emphasizing individual syllables to the extreme	-5.70	.341
23	Making pronounced facial expressions	-5.74	.489
24	Speaking slowly	-6.68	.463
25	Making their utterances short in length	-7.44	.424
26	Making frequent pauses between words and phrases	-9.03	.246
27	Using grammar that complies with national conventions	-9.48	.371
28	Making long pauses between words and phrases	-9.55	.218
29	Using simple grammar	-11.97	.209
MEAN OF CHANGE, NEGATIVE		-4.70	0.644
MEAN OF ALL CHANGE		-2.96	0.573

Table 74: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the relative degree of distraction/helpfulness by category designation

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Switching into English	+10.75	.038
2	Taking long turns speaking	+7.47	.032
3	Avoiding references to German-specific 'common knowledge'	+1.68	.544
4	Using simple **vocabulary**	+1.50	.197
5	Avoiding references to German-specific cultural events or practices	+0.87	.680
6	Avoiding asking questions	+0.04	.308
MEAN OF CHANGE, POSITIVE		+3.72	0.300
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
7	Speaking at a high volume	-0.78	.554
8	Enunciating individual sounds very clearly	-1.43	.811
9	Using vocabulary that complies with national conventions	-1.75	1.000
10	Avoiding making direct requests	-1.85	1.000
11	Avoiding taboo language or swearing	-1.87	.966
12	Avoiding making indirect requests	-1.90	1.000
13	Avoiding humor	-2.79	1.000
14	Avoiding exaggerations, half-truths, or untruths	-3.01	.627
15	Making pronounced gestures	-3.12	.931
16	Making frequent gestures	-3.13	.903
17	Avoiding word play	-3.25	.683
18	Avoiding figurative speech	-3.32	.672
19	Making frequent facial expressions	-4.09	.640
20	Avoiding sarcastic language	-5.05	.655
21	Deliberately using modified grammar	-5.23	.607
22	Emphasizing individual syllables to the extreme	-5.70	.341
23	Making pronounced facial expressions	-5.74	.489
24	Speaking slowly	-6.68	.463
25	Making their utterances short in length	-7.44	.424
26	Making frequent pauses between words and phrases	-9.03	.246
27	Using grammar that complies with national conventions	-9.48	.371
28	Making long pauses between words and phrases	-9.55	.218
29	Using simple **grammar**	-11.97	.209
MEAN OF CHANGE, NEGATIVE		-4.70	0.644
MEAN OF ALL CHANGE		-2.96	0.573

Table 75: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the relative degree of encouragement/discouragement by mean value

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Avoiding asking questions	+11.07	0.016
2	Switching into English	+10.36	0.067
3	Avoiding making direct requests	+9.51	0.017
4	Avoiding making indirect requests	+8.70	0.017
5	Taking long turns speaking	+5.32	0.120
6	Avoiding taboo language or swearing	+4.17	0.200
7	Speaking at a high volume	+4.07	0.229
8	Using vocabulary that complies with national conventions	+3.41	0.052
9	Avoiding exaggerations, half-truths, or untruths	+2.43	0.270
10	Speaking slowly	+1.33	0.401
11	Emphasizing individual syllables to the extreme	+1.23	0.262
12	Enunciating individual sounds very clearly	+1.18	0.066
13	Avoiding references to German-specific 'common knowledge'	+0.77	0.624
14	Using simple vocabulary	+0.72	0.489
15	Making long pauses between words and phrases	+0.32	0.711
MEAN OF CHANGE, POSITIVE		+4.31	0.236

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
16	Making frequent pauses between words and phrases	-0.21	0.729
17	Avoiding word play	-1.46	1.000
18	Avoiding sarcastic language	-2.16	0.950
19	Using grammar that complies with national conventions	-2.47	0.690
20	Avoiding references to German-specific cultural events or practices	-2.70	0.914
21	Using simple grammar	-2.92	0.984
22	Avoiding figurative speech	-3.43	0.395
23	Making frequent gestures	-3.44	0.900
24	Making pronounced facial expressions	-3.77	0.461
25	Deliberately using modified grammar	-4.32	0.749
26	Making frequent facial expressions	-4.58	0.703
27	Making their utterances short in length	-4.95	0.738
28	Avoiding humor	-4.97	0.351
29	Making pronounced gestures	-5.31	0.316
MEAN OF CHANGE, NEGATIVE		-3.34	0.706
MEAN OF ALL CHANGE		+0.62	0.463

Table 76: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the relative degree of encouragement/discouragement by category designation

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Avoiding asking questions	+11.07	0.016
2	Switching into English	+10.36	0.067
3	Avoiding making direct requests	+9.51	0.017
4	Avoiding making indirect requests	+8.70	0.017
5	Taking long turns speaking	+5.32	0.120
6	Avoiding taboo language or swearing	+4.17	0.200
7	Speaking at a high volume	+4.07	0.229
8	Using vocabulary that complies with national conventions	+3.41	0.052
9	Avoiding exaggerations, half-truths, or untruths	+2.43	0.270
10	Speaking slowly	+1.33	0.401
11	Emphasizing individual syllables to the extreme	+1.23	0.262
12	Enunciating individual sounds very clearly	+1.18	0.066
13	Avoiding references to German-specific 'common knowledge'	+0.77	0.624
14	Using simple **vocabulary**	+0.72	0.489
15	Making long pauses between words and phrases	+0.32	0.711
MEAN OF CHANGE, POSITIVE		+4.31	0.236
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
16	Making frequent pauses between words and phrases	-0.21	0.729
17	Avoiding word play	-1.46	1.000
18	Avoiding sarcastic language	-2.16	0.950
19	Using grammar that complies with national conventions	-2.47	0.690
20	Avoiding references to German-specific cultural events or practices	-2.70	0.914
21	Using simple **grammar**	-2.92	0.984
22	Avoiding figurative speech	-3.43	0.395
23	Making frequent gestures	-3.44	0.900
24	Making pronounced facial expressions	-3.77	0.461
25	Deliberately using modified grammar	-4.32	0.749
26	Making frequent facial expressions	-4.58	0.703
27	Making their utterances short in length	-4.95	0.738
28	Avoiding humor	-4.97	0.351
29	Making pronounced gestures	-5.31	0.316
MEAN OF CHANGE, NEGATIVE		-3.34	0.706
MEAN OF ALL CHANGE		+0.62	0.463

Table 77: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the relative degree of social exclusion/inclusion by mean value

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Avoiding asking questions	+7.73	0.026
2	Avoiding references to German-specific cultural events or practices	+5.79	0.233
3	Avoiding references to German-specific 'common knowledge'	+5.34	0.214
4	Emphasizing individual syllables to the extreme	+3.86	0.272
5	Speaking slowly	+3.23	0.227
6	Taking long turns speaking	+3.08	0.082
7	Avoiding making indirect requests	+2.79	0.431
8	Enunciating individual sounds very clearly	+1.91	0.252
9	Avoiding sarcastic language	+1.45	0.613
10	Switching into English	+1.41	0.399
11	Avoiding making direct requests	+1.40	0.480
12	Using simple vocabulary	+1.13	0.357
13	Speaking at a high volume	+0.42	0.588
MEAN OF CHANGE, POSITIVE		+3.04	0.321
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
14	Using simple grammar	-0.04	0.658
15	Avoiding humor	-0.16	0.495
16	Making long pauses between words and phrases	-2.24	0.979
17	Using grammar that complies with national conventions	-3.01	0.984
18	Making pronounced gestures	-3.28	0.492
19	Making frequent gestures	-4.42	0.645
20	Avoiding taboo language or swearing	-4.56	0.580
21	Avoiding exaggerations, half-truths, or untruths	-4.57	0.329
22	Making pronounced facial expressions	-5.52	0.557
23	Making their utterances short in length	-5.81	0.476
24	Deliberately using modified grammar	-5.93	0.436
25	Making frequent facial expressions	-6.40	0.404
26	Using vocabulary that complies with national conventions	-6.81	0.581
27	Avoiding word play	-7.27	0.167
28	Avoiding figurative speech	-7.52	0.097
29	Making frequent pauses between words and phrases	-9.54	0.143
MEAN OF CHANGE, NEGATIVE		-4.82	0.501
MEAN OF CHANGE MEANS		-1.29	0.421

Table 78: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the relative degree of social exclusion/inclusion by category designation

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Avoiding asking questions	+7.73	0.026
2	Avoiding references to German-specific cultural events or practices	+5.79	0.233
3	Avoiding references to German-specific 'common knowledge'	+5.34	0.214
4	Emphasizing individual syllables to the extreme	+3.86	0.272
5	Speaking slowly	+3.23	0.227
6	Taking long turns speaking	+3.08	0.082
7	Avoiding making indirect requests	+2.79	0.431
8	Enunciating individual sounds very clearly	+1.91	0.252
9	Avoiding sarcastic language	+1.45	0.613
10	Switching into English	+1.41	0.399
11	Avoiding making direct requests	+1.40	0.480
12	Using simple **vocabulary**	+1.13	0.357
13	Speaking at a high volume	+0.42	0.588
MEAN OF CHANGE, POSITIVE		+3.04	0.321
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
14	Using simple **grammar**	-0.04	0.658
15	Avoiding humor	-0.16	0.495
16	Making long pauses between words and phrases	-2.24	0.979
17	Using **grammar** that complies with national conventions	-3.01	0.984
18	Making pronounced gestures	-3.28	0.492
19	Making frequent gestures	-4.42	0.645
20	Avoiding taboo language or swearing	-4.56	0.580
21	Avoiding exaggerations, half-truths, or untruths	-4.57	0.329
22	Making pronounced facial expressions	-5.52	0.557
23	Making their utterances short in length	-5.81	0.476
24	Deliberately using modified grammar	-5.93	0.436
25	Making frequent facial expressions	-6.40	0.404
26	Using **vocabulary** that complies with national conventions	-6.81	0.581
27	Avoiding word play	-7.27	0.167
28	Avoiding figurative speech	-7.52	0.097
29	Making frequent pauses between words and phrases	-9.54	0.143
MEAN OF CHANGE, NEGATIVE		-4.82	0.501
MEAN OF CHANGE MEANS		-1.29	0.421

Table 79: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the relative degree of condescension/accommodation by mean value

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Switching into English	+9.55	0.074
2	Enunciating individual sounds very clearly	+6.41	0.246
3	Avoiding asking questions	+5.62	0.190
4	Taking long turns speaking	+4.50	0.142
5	Using simple grammar	+4.41	0.199
6	Avoiding making indirect requests	+3.43	0.345
7	Using vocabulary that complies with national conventions	+3.12	0.145
8	Avoiding making direct requests	+3.08	0.133
9	Using simple vocabulary	+2.69	0.091
10	Emphasizing individual syllables to the extreme	+2.61	0.366
11	Avoiding sarcastic language	+2.10	0.336
12	Speaking slowly	+1.61	0.337
13	Avoiding figurative speech	+1.39	0.194
14	Avoiding word play	+1.12	0.210
15	Avoiding references to German-specific 'common knowledge'	+0.39	0.446
MEAN OF CHANGE, POSITIVE		+3.47	0.230
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
16	Avoiding references to German-specific cultural events or practices	-0.06	0.471
17	Making frequent facial expressions	-0.26	0.476
18	Making pronounced facial expressions	-0.81	0.676
19	Avoiding taboo language or swearing	-0.94	0.821
20	Making frequent pauses between words and phrases	-1.45	0.575
21	Avoiding exaggerations, half-truths, or untruths	-1.64	0.897
22	Avoiding humor	-1.88	1.000
23	Speaking at a high volume	-2.06	0.890
24	Using grammar that complies with national conventions	-4.71	0.787
25	Deliberately using modified grammar	-5.46	0.558
26	Making long pauses between words and phrases	-6.19	0.054
27	Making pronounced gestures	-6.93	0.279
28	Making frequent gestures	-7.21	0.428
29	Making their utterances short in length	-8.87	0.197
MEAN OF CHANGE, NEGATIVE		-3.46	0.579
MEAN OF ALL CHANGE		+0.12	0.399

Table 80: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the relative degree of condescension/accommodation by category designation

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Switching into English	+9.55	0.074
2	Enunciating individual sounds very clearly	+6.41	0.246
3	Avoiding asking questions	+5.62	0.190
4	Taking long turns speaking	+4.50	0.142
5	Using simple **grammar**	+4.41	0.199
6	Avoiding making indirect requests	+3.43	0.345
7	Using **vocabulary** that complies with national conventions	+3.12	0.145
8	Avoiding making direct requests	+3.08	0.133
9	Using simple **vocabulary**	+2.69	0.091
10	Emphasizing individual syllables to the extreme	+2.61	0.366
11	Avoiding sarcastic language	+2.10	0.336
12	Speaking slowly	+1.61	0.337
13	Avoiding figurative speech	+1.39	0.194
14	Avoiding word play	+1.12	0.210
15	Avoiding references to German-specific 'common knowledge'	+0.39	0.446
MEAN OF CHANGE, POSITIVE		+3.47	0.230
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
16	Avoiding references to German-specific cultural events or practices	-0.06	0.471
17	Making frequent facial expressions	-0.26	0.476
18	Making pronounced facial expressions	-0.81	0.676
19	Avoiding taboo language or swearing	-0.94	0.821
20	Making frequent pauses between words and phrases	-1.45	0.575
21	Avoiding exaggerations, half-truths, or untruths	-1.64	0.897
22	Avoiding humor	-1.88	1.000
23	Speaking at a high volume	-2.06	0.890
24	Using **grammar** that complies with national conventions	-4.71	0.787
25	Deliberately using modified grammar	-5.46	0.558
26	Making long pauses between words and phrases	-6.19	0.054
27	Making pronounced gestures	-6.93	0.279
28	Making frequent gestures	-7.21	0.428
29	Making their utterances short in length	-8.87	0.197
MEAN OF CHANGE, NEGATIVE		-3.46	0.579
MEAN OF ALL CHANGE		+0.12	0.399

Table 81: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the conveyance of a low/high opinion for their L2 German proficiency by mean value

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Avoiding making indirect requests	+9.75	0.029*
2	Avoiding making direct requests	+7.02	0.040*
3	Switching into English	+6.53	0.157
4	Making frequent pauses between words and phrases	+4.18	0.103
5	Avoiding asking questions	+3.17	0.402
6	Avoiding references to German-specific cultural events or practices	+3.07	0.304
7	Using simple grammar	+2.07	0.126
8	Avoiding taboo language or swearing	+2.04	0.441
9	Avoiding references to German-specific 'common knowledge'	+1.78	0.438
10	Making pronounced gestures	+1.74	0.192
11	Making long pauses between words and phrases	+1.70	0.219
12	Avoiding sarcastic language	+1.21	0.451
13	Avoiding humor	+0.99	0.586
14	Using simple vocabulary	+0.81	0.296
15	Making frequent facial expressions	+0.73	0.341
16	Enunciating individual sounds very clearly	+0.30	0.660
17	Taking long turns speaking	+0.25	0.522
18	Speaking slowly	+0.06	0.556
MEAN OF CHANGE, POSITIVE		+2.63	0.326
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
19	Making pronounced facial expressions	-0.41	0.703
20	Avoiding exaggerations, half-truths, or untruths	-0.65	0.783
21	Avoiding word play	-1.48	0.816
22	Avoiding figurative speech	-1.57	0.914
23	Speaking at a high volume	-1.62	1.000
24	Using vocabulary that complies with national conventions	-2.87	0.360
25	Making frequent gestures	-3.77	0.500
26	Emphasizing individual syllables to the extreme	-4.61	0.454
27	Making their utterances short in length	-4.90	0.640
28	Using grammar that complies with national conventions	-5.13	0.181
29	Deliberately using modified grammar	-7.61	0.170
MEAN OF CHANGE, NEGATIVE		-3.15	0.593
MEAN OF ALL CHANGE		+0.44	0.427

Table 82: Changes in learners' perceptions of 29 extreme forms of hypothesized foreigner talk directed at them by their German native-speaker peer in terms of the conveyance of a low/high opinion for their L2 German proficiency by category designation

Rank of Δ Mean	LUBs that Were Rated as Relatively More FT-Like at Timepoint 1 Than They Were at Timepoint 2	Δ Mean	p-values
1	Avoiding making indirect requests	+9.75	0.029
2	Avoiding making direct requests	+7.02	0.040
3	Switching into English	+6.53	0.157
4	Making frequent pauses between words and phrases	+4.18	0.103
5	Avoiding asking questions	+3.17	0.402
6	Avoiding references to German-specific cultural events or practices	+3.07	0.304
7	Using simple **grammar**	+2.07	0.126
8	Avoiding taboo language or swearing	+2.04	0.441
9	Avoiding references to German-specific 'common knowledge'	+1.78	0.438
10	Making pronounced gestures	+1.74	0.192
11	Making long pauses between words and phrases	+1.70	0.219
12	Avoiding sarcastic language	+1.21	0.451
13	Avoiding humor	+0.99	0.586
14	Using simple **vocabulary**	+0.81	0.296
15	Making frequent facial expressions	+0.73	0.341
16	Enunciating individual sounds very clearly	+0.30	0.660
17	Taking long turns speaking	+0.25	0.522
18	Speaking slowly	+0.06	0.556
MEAN OF CHANGE, POSITIVE		+2.63	0.326
Rank of Δ Mean	**LUBs that Were Rated as Relatively More FT-Unlike at Timepoint 1 Than They Were at Timepoint 2**	**Δ Mean**	**p-values**
19	Making pronounced facial expressions	-0.41	0.703
20	Avoiding exaggerations, half-truths, or untruths	-0.65	0.783
21	Avoiding word play	-1.48	0.816
22	Avoiding figurative speech	-1.57	0.914
23	Speaking at a high volume	-1.62	1.000
24	Using **vocabulary** that complies with national conventions	-2.87	0.360
25	Making frequent gestures	-3.77	0.500
26	Emphasizing individual syllables to the extreme	-4.61	0.454
27	Making their utterances short in length	-4.90	0.640
28	Using **grammar** that complies with national conventions	-5.13	0.181
29	Deliberately using modified grammar	-7.61	0.170
MEAN OF CHANGE, NEGATIVE		-3.15	0.593
MEAN OF ALL CHANGE		+0.44	0.427