



International Pragmatics Association  
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# *ABSTRACTS*



**12<sup>th</sup> International Pragmatics Conference**

MANCHESTER, U.K.

*3-8 July 2011*

## 12th INTERNATIONAL PRAGMATICS CONFERENCE

### SPECIAL THEME: *Pragmatics and its interfaces*

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## CONTENTS

<b>Plenary lectures</b>	<b>4</b>
<b>Panels</b>	<b>8</b>
panels are listed alphabetically in accordance with the name of the (first – i.e. submitting) panel organizer	
<b>Panel contributions</b>	<b>56</b>
listed alphabetically in accordance with the name of the (first – i.e. submitting) author	
titles are followed by an identification of the panel the contribution belongs to	
<b>Lectures &amp; posters</b>	<b>382</b>
listed alphabetically in accordance with the name of the (first i.e. submitting) author	

*The abstracts printed in this booklet are in the form in which they were submitted. In order to keep the book size reasonable, reference lists were taken out when the 500-word limit was passed. In a few cases, the text itself also needed to be cut.*

# PLENARY LECTURES

## Laurel Brinton

### *How Historical Pragmatics can Inform Synchronic and Diachronic Linguistics*

Speaking at the 12<sup>th</sup> International Conference on Historical Linguistics in 1995, fittingly held in Manchester, Elizabeth Closs Traugott discussed “The Role of the Development of Discourse Markers in a Theory of Grammaticalization”. This paper raised many of the issues central to the developing field of Historical Pragmatics. Coincidental with this talk was the publication of Andreas Jucker’s edited collection of articles, *Historical Pragmatics* (1995), and my own monograph on *Pragmatic Markers in English* (1996). The *Journal of Historical Pragmatics* began in 2000. The maturity of the field, though only twenty-five years old, is now evidenced by a 700-page handbook of *Historical Pragmatics* within Mouton’s nine-volume series (Jucker and Taavitsainen 2010), which illustrates the expanding scope of the field—into interactional pragmatics (speech acts, politeness), numerous domains of discourse (scientific discourse, newspapers, religious discourse, courtroom discourse, literary discourse), and well as the more traditional focus on linguistic forms such as pragmatic markers, address terms, connectives, and interjections (see, e.g., Jacobs and Jucker 1995; Brinton 2001; Traugott 2006; Taavitsainen and Fitzmaurice 2007; Jucker 2008; Taavitsainen and Jucker 2010).

After briefly summarizing the history and scope of Historical Pragmatics (whose practitioners remain still a fairly small group—only about a dozen at this conference), I will discuss how this ‘hybrid’ field, which grew out of pragmatics and discourse analysis on one hand and historical linguistics on the other hand, has now reached a point in its development where it can offer back to its progenitors. Using my work on the development comment clauses in the history of English (Brinton 2006, 2008), I will suggest ways in which Historical Pragmatics may now serve to inform linguistic study, both synchronic and diachronic.

Synchronically, the rise of comment clauses has been shaped by a proposal by Thompson and Mulac (1991) on the development of parenthetical *I guess/I think* which argued that these forms arise via complementizer deletion and syntactic demotion/promotion. Studies of the history of a number of comment clauses, such as *you see, I mean, as it seems*—studies greatly facilitated by the existence of large-scale and more specialized historical corpora—do not support such a view of their diachronic development and rather suggest multiple and complex paths of development, often not from main clauses. These diachronic findings may thus point to a different view of the synchronic development and status of comment clauses. For example, synchronic studies have recently shown that prosodically, supposed main clause uses of *I think* are indistinguishable from parenthetical uses.

Diachronically, the development of pragmatic markers has importantly shaped our view of the process of grammaticalization. Early proposals that the development of pragmatic markers showed many of the changes characteristic of grammaticalization met resistance from those who felt that the changes undergone by pragmatic markers—as ‘agrammatic’ forms falling outside the rules of syntax—should be seen as a different process of change, termed “pragmaticalization” (Erman and Kotsinas 1993), especially as they did not seem to meet many of the parameters of grammaticalization. However, increasingly, the pragmatic basis of grammaticalization itself has come to be acknowledged, including the inferential changes motivating grammaticalization and the development of (inter)subjective meanings. The grammaticalization of comment clauses has also served to sharpen our distinction between grammaticalization and lexicalization (Brinton and Traugott 2005). Ultimately, such historical pragmatic studies have served to define what should be seen as belonging to ‘grammar’ in the strict sense.

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Jucker, Andreas H. 2008. Historical pragmatics. *Language and Linguistics Compass* 2(5): 894–906.

Jucker, Andreas H., ed. 1995. *Historical Pragmatics: Pragmatic Developments in the History of English*. (Pragmatics & Beyond, New Series, 35.) Amsterdam and Philadelphia: John Benjamins

- Jucker, Andreas H. and Irma Taavitsainen, eds. 2010. *Historical Pragmatics*. (Handbooks of Pragmatics, Vol. 8.) Berlin and New York: Walter de Gruyter.
- Thompson, Sarah and Anthony Mulac. 1991. A quantitative perspective on the grammaticalization of epistemic parentheticals in English. In Elizabeth Closs Traugott and Bernd Heine, eds., *Approaches to Grammaticalization*, Vol. 2, 313-329. (Typological Studies in Language, 19.) Amsterdam and Philadelphia: John Benjamins.
- Taavitsainen, Irma. Frthc. Historical Pragmatics. In Alexander Bergs and Laurel J. Brinton, eds., *Historical Linguistics of English*, Vol. 2. (Handbücher zur Sprachwissenschaft/Handbooks of linguistics and communication science/Manuels de linguistique et des sciences de communication.) Berlin and New York: Walter de Gruyter.
- Taavitsainen, Irma and Susan Fitzmaurice. 2007. Historical pragmatics: What it is and how to do it. In Susan M. Fitzmaurice and Irma Taavitsainen, eds., *Methods in Historical Pragmatics*, 11–36. (Topics in English Linguistics, 52.) Berlin and New York: Mouton de Gruyter.
- Taavitsainen, Irma and Andreas H. Jucker. 2010. Trends and developments in historical pragmatics. In Jucker and Taavitsainen, eds., 3–30.
- Traugott, Elizabeth Closs. 1995a (version of 11/97). The role of discourse markers in a theory of grammaticalization. Paper presented at the 12<sup>th</sup> International Conference on Historical Linguistics, Manchester, UK, August 1995. Available at [www.stanford.edu/~traugott/ect-papersonline.html](http://www.stanford.edu/~traugott/ect-papersonline.html)
- Traugott, Elizabeth Closs. 2006. Historical Pragmatics. In Laurence R. Horn and Gregory Ward, eds., *The Handbook of Pragmatics*, 538–561. Maldon, MA and Oxford: Blackwell.

## **Nick Enfield**

### ***Distributed agency***

A central research question for pragmatics concerns the role of communicative practices in the on-line creation and maintenance of social statuses. Social statuses are units of analysis defined by sets of rights and duties, and thus they are definitive of degree and type of social agency. These statuses do not necessarily map directly onto single individuals. For example, while the status of ‘speaker’ is often inhabited by a single individual, in fact such a status can be broken down into sub-elements (Goffman’s terms were animator, author, and principal), and these elements may be distributed across different individuals in relation to a single speech act. At the same time, through the pursuit of joint action, multiple individuals can inhabit a single social unit at once (especially clear in terms of shared accountability for a course of behavior), something that is true not only for speech acts but also for other types of controlled behavior in social life. In this talk, I will focus on some ways in which social life entails navigating the moment-by-moment distribution of agency, as a way of solving the ever-present “Me/Us Problem”: Is the agent of this behavior the singular, unilateral “Me”, or the composite “Us”? The tradition of research on distributed cognition has conclusively demonstrated that ‘brain’ is not the exclusive site of ‘mind’, since mind can be extended through artefacts and social contexts beyond the mental organ. My conclusion will be in line with this finding: A research focus on distributed agency will show that ‘individual personhood’ is not the exclusive site of ‘agency’, since agency can be extended and distributed in a range of ways. A major task for pragmatics is to study how people use semiotic resources to navigate the on-line distribution of social agency.

## **Sachiko Ide**

### ***Let the wind blow from the East: Using the ‘ba (field)’ theory to explain how two strangers co-create a story***

Six years ago when I was elected as the first non-European, non-American President of the International Pragmatics Association, Jef Verschueren, the Secretary General, and I discussed possible new directions for the study of pragmatics. One such new direction would be to change the direction of the academic debate from unidirectional to multidirectional. What is meant by this is that pragmatics has originated in the West and been disseminated all over the world, while little knowledge has been gleaned from other parts of the world. While acknowledging the contributions from the West, it might be time for us to learn from different areas of the world in order to achieve a better understanding of the complexity of linguistic practice on a global level.

This presidential lecture addresses the question of how a teacher and a student can co-create a story in a short period of time by employing the ‘ba (field)’ theory, an innovative framework for thinking that originated in the East. The ‘ba’ based approach compensates for the consequences of the scientific approach of reductionism. It assumes 1) the researchers’ inside/subjective point of view instead of outside/objective point of view, 2) a dual mode of thinking in regard to the self, i.e. two domains of self consisting of the domain of the ego-centric self and the domain of place that surrounds the ego-centric self, 3) a dynamic model of interaction similar to an improvised drama, and 4) covert communication in addition to overt communication.

The data to be discussed came from video recorded discourse in the Mr. O Corpus. The conversation was video recorded while a student and a teacher were trying to complete the task of making a coherent story by arranging fifteen picture cards. The discourse data were analyzed into two types of discourse according to the occurrence and non-occurrence of the interpersonal modalities at the end of utterances. The one with interpersonal

modalities is analyzed as ‘dialogue discourse’, and the one without as ‘merging’ discourse. Japanese pragmatics presupposes the use of honorifics, representatives of interpersonal modalities, between strangers, which is the linguistic politeness known as *wakimae* (discernment). Dropping of presupposed use of modalities by strangers is obviously a deviation from the principle of linguistic politeness according to *wakimae*. This deviated use would serve as a creative use (cf. Silverstein). It is in this merging discourse that the discourse phenomena of repetition, simultaneous utterances, and chaining utterances occur. These would not add any information to the conversation, but serve to synchronize and entrain conversationalists. When the dynamic processes of synchronization and entrainment emerge between conversationalists, covert communication arises in the setting where the conversation is taking place. This covert communication creates the setting for smooth overt communication. Thus, the two strangers succeed in completing the task of creating a story in a short time without conflict. It will be argued that it is by virtue of the ‘*ba*’ theory based approach to discourse that the dynamic processes of co-creating a story by strangers can be illuminated.

## **Hans Kamp**

### ***Pragmatics after Semantics? Where do we draw the line and how do we draw it?***

A classical picture of the relationship between Syntax, Semantics and Pragmatics is the one often associated with the name of Charles Morris: a. Syntax is concerned with grammatical form; b. Semantics is concerned with meaning, as determined by form; c. Pragmatics is concerned with the use of expressions, given their form and meaning as determined by Syntax and Semantics. Some of the theoretical and practical implications of this view of the over-all structure of a theory of the form and use of natural languages are still with us today. One of these is that in much work on pragmatics the meaning of the utterances that are being studied is taken for granted: The propositions expressed by these utterances are assumed as given, and it is they that are used as input to the pragmatic phenomena that are the topic of investigation.

But the dividing line between Semantics and Pragmatics, according to which Pragmatics starts where Semantics leaves off, cannot be drawn in this simple way. Interpretation – assigning meanings to utterances on the basis of their form and the context in which they are made – is generally a much more complex process than suggested by many current models of the Syntax-Semantics interface, according to which utterance meaning is determined via the recursive application of Syntax-Semantics mapping rules, which may have some parametric slots for contributions from the context. When we look more closely at the various ways in which syntactic form and context interact to yield utterance meanings, we see that some of the mechanisms that have traditionally been counted as part of Pragmatics are already needed at this level.

In fact, considerations in this vein do not only lead to a quite different perspective on the relation between Pragmatics and Semantics, but also point to important distinctions between different phenomena and processes that have usually been classified as belonging to Pragmatics.

In the talk I will (i) review some of the reasons for adopting the view alluded to above of how Semantics and Pragmatics are related, (ii) outline and illustrate a theory of Syntax, Semantics and Pragmatics that is in keeping with this view and (iii) propose a classification of pragmatic phenomena that does justice to the different ways in which they interact, or not interact, with the semantic component of the theory.

## **Sotaro Kita**

### ***Gesture and culture***

When we speak, we often spontaneously produce gestures. Speech-accompanying gestures are an essential part of our everyday communicative practice. As far as we know, gestures are used in communication in all cultures. It has also been noted that gestural practice varies considerably across cultures. For example, it is well known that the convention for form-function mapping in so called emblematic gestures (such as an OK sign) vary cross-culturally. In this presentation, I will present the results from three studies that investigated additional factors that determine cross-cultural variation of gestures. The first study demonstrates that the way information is organized in gesture is shaped by the way the information is expressed in language. Speakers of Japanese, Turkish and English gesturally expressed motion events in ways parallel to how their respective languages express motion events in different ways. Thus, linguistic variation is a source of gestural variation. The second study demonstrated that the way gesture use space as a representational medium is influenced by culture-specific spatial cognition. Two Mayan cultures (Yucatec and Mopan), which code spatial information differently in memory and linguistic tasks, showed different uses of space in gestural representation in the way parallel to their cognitive differences. Thus, cognitive variation is another source of gestural variation. The third study demonstrated that the way people gesture is shaped by what they consider to be good or bad communicative practice. In Ghana, like many other regions in West Africa, pointing with the left hand is considered to be disrespectful, and this shapes their deployment of gestures in communication in specific ways. Thus, values concerning communication are also a source of gestural variation. The main conclusion is that gestures vary cross-culturally because language, cognition and value system vary cross-culturally.

**Rosina Marquez Reiter**

***Fabricated ignorance. The hidden side of telesales***

In this paper I examine a negotiating strategy observed in more than half of the telephone calls (19 out of 36) made by clients to the Latin American call centre operation of a multinational company specialising in holiday time-shares. Through this practice, which I have termed ‘fabricated ignorance’, the clients pretend to be unaware of the balance of their account or how the system works in order to gain access to information, services, or benefits that they are not, in theory, entitled to under their agreement.

This paper analyses two calls in which the practice was prevalent. In the calls, after the opening, the clients provide the reason for the call in the anchor position in the form of a request for information. The agents offer a response and take the clients’ details, or vice versa. Immediately after locating the clients’ details and having had a chance to look at their history, they elaborate on the original response given and the topic is typically bounded, thus creating a closing implicative environment. At this juncture, the clients make a further enquiry which opens up new dimensions of relevance. The enquiry constitutes a second reason for the call, hence a move out of the closing. It is here that the practice is best appreciated as a fortuitously constructed move out of a closing, where clients mobilise linguistic resources that allow us to look into it. It entails proposing solutions that go against mutually known rules, that is, the institutional rules that stipulate what is permissible and figure in the agreement that the client had signed. Importantly, the clients do not do so in the anchor position as this would decrease their chances of succeeding. Instead the proposals arise from the discussion of the details of the order, while the participants check out the facts, and in a closing implicative environment. By going over the facts, the client assumes a role of information-seeker and the agent of problem solver. The kind of problem solver who, given the alleged lack of knowledge of the client, is not requested to go against the mutually known institutional rules but who can simply reject the client’s proposal by referring to such rules.

I conclude by contending that service operationalization, which positions the clients as information-disadvantaged relative to the agents and thus potentially leads them to pursue ways of counterbalancing such an imbalance, is one condition for the emergence of this practice. Fabricated ignorance is a client’s way of sizing up opportunities and equalising the situation. Sizing up entails a participant’s assessment of where the interaction is leading, an estimation of the extent to which is conducive to meeting the participant’s goals and the steps that might be needed to achieve them. One avenue for achieving this aim is to judge the moment in the encounter when it might be potentially more convenient to make their move and to act out an uninformed stance.

**Wes Sharrock**

***Title to be announced***

# PANELS

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**Note:** some panel organizers have not recently updated their panel descriptions; though we have tried to eliminate discrepancies between panel descriptions and the actual content of the panels, some inevitably remain. To check the full content of panels, use the program booklet in combination with the set of panel contribution abstracts following the set of panel abstracts.

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**Laura Alba Juez, Antonio García-Gómez**

***Approaches and insights into the pragmatic study of evaluation***

The rationale for this topic session is found in the fact that the analysis of discourse-pragmatic functions is vital for finding meaning in any kind of text. Levinson (1983) notes that one of the general motivations for the interest in pragmatics is the possibility that significant functional explanations can be offered for linguistic facts. Different authors have approached the phenomenon of discourse functions from different perspectives; however, there is scant agreement on what kinds of functions are involved in human language and on which levels they operate.

In this topic session we intend to focus on *the evaluative function of language* and on how this function is realized at different linguistic levels, different text types and different cultures. In particular, the evaluative function had not been studied in depth until very recently, in works such as Martin's (2000), Hunston & Thompson's (2003), Martin & White's (2005), or Bednarek's (2008). Admittedly, previous to these studies some authors such as Labov & Waletzky (1967) or Labov (e.g. 1972, 1997a & b) somehow focused on evaluation as one of the elements of narrative structure, but it has only been in the last years that some authors have started to pay special attention to the phenomenon in all its manifestations. These authors are trying to show that the discourse function of evaluation is an important phenomenon which is worth studying due to the fact that, among other things, it helps in the realization of other prominent sub-functions of language, such as: 1) Expressing opinion; 2) Maintaining relations; or 3) organizing the discourse (Thompson & Hunston, 2003).

The panel is thus open to the analysis of this function at both general and more specific levels, in any text type (be it oral or written, literary or non-literary) and, taking English as our base language, in comparison with other languages and cultures.

Bednarek, M. (Ed.) (2008). Evaluation in Text types. Special issue of *Functions of Language*, 15:1.

Hunston, S. (2008). The evaluation of status in multi-modal texts. In M. Bednarek (Ed.) Evaluation in Text types. Special issue of *Functions of Language*, 15:1. 64-83.

Hunston, S. & G. Thompson (eds.) ([2000] 2003). *Evaluation in Text. Authorial Stance and the Construction of Discourse*. Oxford : OxfordUniversity Press

Labov, E. & J. Waletzky, (1967). Narrative analysis. In J. Helm (ed.), *Essays on the Verbal and Visual Arts*. Seattle: University of Washington Press, 12-44.

Labov, W. (1972) (ed.). The transformation of experience in narrative syntax. In *Language in the Inner City*. Philadelphia: University of Pennsylvania Press, 354-405.

Labov, W. (1997a). Some further steps in narrative analysis. In *Journal of Narrative and Life History* 7 (1-4), 395-415.

Labov, W. (1997b). Narrative analysis: Oral versions of personal experience. In *Journal of Narrative and Life History*, 7 (1-4), 3-38.

Levinson, Stephen (1983). *Pragmatics*. Cambridge: CambridgeUniversity Press.

Martin, J. R. (2000). Beyond Exchange: APPRAISAL Systems in English. In Hunston, S. & Thompson, G. (eds), *Evaluation in Text*. Oxford: OxfordUniversity Press.

Martin, J.R. & P.R.R. White (2005). *The Language of Evaluation. Appraisal in English*. New York : Palgrave Macmillan

**Belén Alvarado,**

***Pragmática Social: Ironía y Humor***

Desde una perspectiva pragmática planteamos el estudio de algunos de los hechos pragmáticos más importantes en la actualidad, la ironía y el humor. Tradicionalmente estos dos fenómenos se han vinculado a un carácter negativo y a una ausencia en conversaciones femeninas; sin embargo, hoy en día, numerosos estudios demuestran que estas creencias han cambiado. Así, podemos obtener ironía y humor en intercambios conversacionales en los que hay una relación positiva entre ambos y, por tanto, una solidaridad y una afiliación entre interlocutores (Alvarado 2009, 2010).

La ironía como fenómeno pragmático, que se apoya en indicadores, ha sido el objeto de estudio de numerosos investigadores (Ruiz Gurillo 2009, Padilla y Ruiz Gurillo (eds.) 2009) y, a su vez, uno de los fenómenos más innovadores de los últimos años, ya que se ha estudiado desde el punto de vista interaccional que presenta y bajo la concepción del Análisis Conversacional que proponen Briz y el grupo Val.Es.Co. (2003). Por eso planteamos en este panel la contribución de la Directora del Grupo GRIALE que estudia la ironía y el humor en español, y que podría argumentar cómo la pragmática explica estos fenómenos naturalmente conversacionales.

La relación entre ironía y humor se ha estudiado ampliamente en investigadores como Attardo (2001), que considera que la ironía es un fenómeno exclusivamente pragmático, que funciona por la activación de inferencias, mientras que el humor es un fenómeno semántico (en el que se produce una incongruencia entre dos marcos) y pragmático (que supone la violación del principio de cooperación de Grice). Tanto la ironía como los juegos (humorísticos) pueden emplear las incongruencias, aunque en el caso de la ironía no se encuentran presentes los dos sentidos en el texto. Por lo tanto, consideramos fundamental contar con la presencia de Xose Padilla y Elisa Gironzetti que aplicarán la teoría de Attardo para describir qué tipo de mecanismos inferenciales intervienen en el humor y establecer qué relación tiene el humor con otros modos de comunicación como, por ejemplo, las mentiras.

Por último, la participación de Helga Kotthoff en el panel dará otro enfoque pragmático, que parte del Análisis conversacional para el estudio del humor en la creación de escenarios fantásticos. De ahí que consideremos importante su contribución al panel, ya que nos servirá para intercambiar opiniones.

En definitiva, consideramos que este panel tiene una gran importancia en la pragmática, ya que creemos que puede ayudar a esclarecer diferentes fenómenos relacionados entre sí (ironía y humor) que afectan a la disciplina desde el punto de vista social, funcional y cognitivo.

Alvarado, M. Belén (2009): "Ironía y cortesía". En Ruiz Gurillo L. y X. Padilla (eds.): *Dime cómo ironizas y te diré quién eres: una aproximación pragmática a la ironía*. Frankfurt, Peter Lang, págs. 333-345.

Alvarado, M. Belén (2010): *Las fórmulas rutinarias del español: teoría y aplicaciones*. Frankfurt, Peter Lang.

Attardo, Salvatore (2001): *Humorous Texts: A Semantic and Pragmatic Analysis*. Berlin, Mouton de Gruyter.

Briz y Grupo Val.Es.Co. (2003): "Un sistema de unidades para el estudio del lenguaje coloquial". En *Oralia* 6, págs. 7-61.

Ruiz Gurillo, Leonor (2009): "¿Cómo se gestiona la ironía en la conversación?". En *Rilce*, 25.2, págs. 1-16.

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## **Nana Aba Appiah Amfo, Clement Appah**

### ***Morphopragmatics of diminutives in African languages***

The panel aims to provoke a discussion on the forms and communicative significance of the diminutive in a number of African languages, particularly, yet not restricted to languages of the Volta basin. Proceeding on the assumption that the diminutive is a universal category, the panel will on the one hand, seek to explore the forms and origins of the diminutive in respective languages and on the other hand, account for the range of meanings that are often associated with a single diminutive form. Another point of interest is the productiveness (or otherwise) of the diminutive forms and how it reflects on the different meanings communicated by the same diminutive form.

Diminutives have since the nineteenth century been studied extensively. While some researchers insist that diminutives denote smallness and meaning components such as affection or evaluation are secondary, others claim that the meanings communicated by diminutives are primarily affective and evaluative. It has even been suggested that diminutives in particular languages may communicate contradictory meanings such as appreciation, depreciation, intensification and attenuation. An attempt to provide a satisfactory account of the different and sometimes even contradictory meanings of diminutive forms have led some researchers to consider pragmatic alternatives to the analyses of the different meaning components communicated by a single diminutive form, arguing that the relevant specific reading of a diminutive form can be appropriately determined only within a given context. Recent diminutive research has recognized the need to combine formal and functional approaches in accounting for the functions of diminutives since an adequate understanding of language use is achieved when the interaction between different domains of grammar is studied (Schneider 2003, Dressler and Merlini Barbaresi 1994).

In spite of the rich history of diminutive research, not much has been done to account for the forms and communicative import of diminutives in African languages. The minimal diminutive research on African languages has mostly concentrated on Bantu languages, particularly Swahili. The panel will thus seek to increase our knowledge of the nature and use of diminutives in African languages and in so doing, help to provide a fuller picture of the nature of diminutives in the world's languages. An appreciation of the forms and functions of the diminutives will aid in making more informed generalizations about diminutives in general. Again, the robustness of existing theoretical accounts of the meaning of the diminutive will be tested, and alternatives provided where these are found to be inadequate. Critically, the interaction between form, function and context will be key in determining the role of the diminutive in communication.

Dressler, W. U and L. Merlini Barbaresi 1994. *Morphopragmatics: diminutives and intensifiers in Italian, German and other languages*. Berlin: Mouton de Gruyter.

Schneider, K. P. 2003. *Diminutives in English*. Tübingen: Max Niemeyer Verlag.

Potential panel participants include Yvonne Agbetsoamedo (Stockholm University), Nana Aba Appiah Amfo (University of Ghana), Clement Appah (Lancaster University), Samuel Atintono (Manchester University), Francesca Di Garbo (Stockholm University).

**Charles Antaki,**

***The conversational practices of psychotherapy***

Psychotherapy is a significant social and linguistic phenomenon. More than one in ten people will seek professional mental-health help at some point in their lives. From the point of view of scholars interested in language, it offers a tantalisingly transparent example of social action delivered through talk - psychotherapy is, after all, the "talking cure".

The Panel proposed here will explore links between Conversation Analysis (CA) and other forms of conceptualising what is going on in therapy. The papers will showcase what can be discovered about therapists' practices by close attention to the delivery and organisation of their talk. CA findings will be compared and contrasted with psychotherapists' own theory-driven views of what is happening in the psychotherapeutic session. The original sociological promise of CA to illuminate the way social structure is embodied in the detail of social action has been eminently fulfilled in a large number of both "basic" and "applied" research programmes. The result is that the researcher interested in the way social participants conduct, in real time, their business with each other, now has a powerful armoury of concepts and insights with which to approach their chosen topic. The question is, what can it tell us about psychotherapy that psychotherapy itself cannot?

There is much CA work in neighbouring kinds of interaction - general practice consultations, especially those in which mental-health disclosures may occur; psychiatric consultations; psychological assessment; support-oriented help lines, and the closest to our interests, counselling. Since 2008, however, with the publication of Peräkylä et al's *Conversation Analysis and Psychotherapy*, a good deal more work has emerged, and this Panel intends to showcase the best of it, from an international community.

The topics that will be covered include: the relation between psychoanalytic theory and conversational practice; the conversational devices of questioning, formulating, echoing, topic-changing; and the persuasive use of argumentation..

**Stavros Assimakopoulos,**

***Cognitive pragmatics and its interfaces in linguistics***

Contemporary pragmatic theories have been more or less based on the original Gricean arguments regarding the study of speaker-intended meaning, which is derived from inference over the discourse context in which an utterance occurs. Arguably, another landmark in the evolution of theorising about linguistic pragmatics can be located in Relevance Theory's insistence that pragmatics needs to be pursued from a cognitive perspective, within which a psychologically realistic view of the human cognitive system is both criterial for good pragmatic theory and an overall aim of pragmatic analysis. In this respect, current discussions of pragmatics, while still mainly philosophical, are increasingly affected by research in cognitive psychology and regularly meet with the requirement that they put forth experimentally testable theoretical predictions. Because of this, cognitive pragmatic accounts are comparable to cognitive/mentalistic approaches to other linguistic sub-fields and should therefore logically fit together with them. Even so, there is a lot of scepticism on whether pragmatics can be usefully implemented in our theoretical descriptions of what knowledge of language ultimately consists in. This is probably due to the fact that inferences regarding speaker-intentions lie outside the domain of language proper and therefore little attention is usually paid to pragmatics from other sides of linguistics.

Our panel will assess this situation, examining ways in which cognitive pragmatics can be thought to carry implications for more 'core' research within linguistics. To this end, alongside the obvious area of the semantics/pragmatics interface, equal attention will be paid to the corresponding syntax/pragmatics and phonology/pragmatics interfaces. In this setting, the panel's main objective will be to promote the idea that syntacticians, semanticists and phonologists alike can gain significant benefits from the implementation of

pragmatics research in their own area and that linguistics as a whole should not blindly downplay the role that cognitive pragmatics plays in our understanding of language as a cognitive capacity.

### **Iris Bachmann, Christina A. Anders, & Martina Schrader-Kniffki**

#### ***Perception of Language***

While the question of language and perception has often been approached from the perspective of how perception is determined by linguistic form (linguistic relativism), more recent cognitive approaches to linguistics assume a constructive take on perception and ask how general cognitive processes of perception shape linguistic structures, language practices and concepts of language.

This raises two general questions on how perception of language contributes to language and its changing nature:

- 1) How do we perceive of language in different forms: auditive (phonetics, prosody), visually (gestures, written image) and ultimately in multimodal configurations mapping form and meaning?
- 2) How do our perceptions of language influence the 'representations' of what we perceive (language boundaries, dialect continua, code-switching etc.) and how does this in turn contribute to the very constitution and change of language?

Perception is thus at the interface of subjective and social knowledge: it is a cognitive process, which locates individuals in their interactions with their environment. Perception of language can be described both in terms of direct sensory processes as well as indirect discursive processes.

The aspect of *direct perception* is instrumental for research that tries to explain how grammar is constructed through general cognitive processes (form/meaning pairs in construction grammar: Croft 2001; Auer 2005; Günthner/ Imo 2006; Günthner 2009). It is also central for approaches that depart from the mediality of language to analyse the ways in which it is shaped by changing configurations of different perceptual qualities (Jäger/ Linz 2004) This includes research on the multimodal qualities of language practices (Kress 2010), written versus oral discourse (Koch/Oesterreicher 1985) and computer-mediated communication (Androutsopoulos 2006). The aspect of *indirect perception* is articulated in linguistic approaches that focus on language as perceived by its users. While folklinguistics and perceptual dialectology (Preston 1999, Long/ Preston 2002) put language users and their linguistic knowledge centre stage, other approaches investigate socially and historically shaped perceptions of language as expressed in language ideologies (Joseph/ Taylor 1990; Blommaert 1999; Kroskrity 2000).

All these approaches challenge traditional views on language change by raising the question in how far the perception of language in the ways discussed above influences language itself and contributes to language change. While there has long been a focus on language-internal change at the expense of the wider perceptual aspect of language, the notion of an agentless change has repeatedly been challenged (Milroy 1992, Auer, Hinsken and Kerswell 2005, Croft 2000) and recent research tries to take factors relating to the historical and discursive construction of language into account for language change (Blommaert 2005 and Ennis 2008).

With our panel, we aim to instigate discussion in the following areas:

- Linguistic variation (perceptual dialectology, standard languages and pluricentric languages, dialect-standard-continua, foreign language competence and performance)
- Language ideologies (in relation to folk linguistics and history of linguistics, i.e. expert and lay knowledge of language)
- Symbolic value of language (language maintenance and prestige)
- Grammar construction and multimodality (written versus oral discourse and computer-mediated communication)

### **Kate Beeching,**

#### ***The role of the left and right periphery in semantic change***

The panel will investigate the role of interactional features in semantic change, specifically the difference between what happens on the left and on the right periphery of the utterance; four main questions will be posed:

- What elements are preferentially selected for inclusion on the left and right periphery, respectively, from an onomasiological point of view?
- How does the usage on the left or right periphery impact on the linguistic form in a semasiological perspective?
- How can LP and RP be defined?
- What is the role of intonation breaks? If an expression can occur with or without an intonation break (e.g. "surely", "in fact"), are there predictable differences in meaning?

The panel will combine insights from both synchronic, spoken, interactional data with diachronic data which may provide evidence of change in a range of language families and language types.

It is hypothesized that the left and right periphery (LP and RP, respectively) are crucial for dialogally (two or more speakers) or dialogically (two or more viewpoints)-motivated language change.

The role of the LP and the RP for language change may be investigated (i) at a level of discourse structure, and (ii) at a level of discourse content. LP and RP are located where change of speakership (turn-taking) may occur,

i.e. where discourse structure is being negotiated. Moreover, they are located where content of a stretch of discourse needs to be connected coherently and smoothly with other content.

i. Turn-taking, especially self-selection, is a communicative function that puts speakers under pressure to claim the floor *efficiently*, so as to warrant other participants' attention, and *fast*, so as not to be overtaken by other prospective speakers (Sacks, Schegloff, Jefferson 1974). The need to claim the floor efficiently favours innovative language use; the need to claim the floor fast favours routinization, i.e. conventionalization, of innovations. That is, turn-taking is a pragmatic context that inherently fosters language change, and we expect this to have an impact on the rise of self-selection devices in the LP, and on the rise of next-speaker selection devices in the RP.

ii. The LP is where content of the upcoming discourse must be coherently linked to the preceding discourse, i.e. *actual* other speakers' comment, which makes it inherently polyphonic. The RP is where the speaker positions their own utterance, after the event as it were, against anticipated, i.e. *potential* other speakers' comment. Thus, the LP is inherently dialogical whereas the RP is inherently dialogic.

## **Jan Berenst, Fritjof Sahlström & Myrte Gosen**

### ***Joint Reasoning in Educational Settings***

One of the most important interfaces of pragmatics concerns the issue of knowledge construction in classrooms and in other educational settings. Since Vygotsky, it has been clear that language and knowledge construction are interrelated. But the nature of language herein can only be analyzed from a pragmatic point of view. It is a particular *use* of language that might function as a vehicle in the learning process. More specific: it is language *in interaction* that might accomplish that function. This was already suggested by socio-cultural studies on the learning process (e.g. Rogoff 1990, Wertsch 1991), but also by educational-linguistic studies (e.g. Wells 2002, Gee 2004). They all argued that forms of *scaffolding* should be analyzed in the interaction between teacher and students. Mercer (1995) pointed out that peer interaction between students could also be an important basis for knowledge construction if students are oriented to *ground rules* for discussion. That means that we have to look at the functionality of joint reasoning in both forms of interaction.

In educational studies we find many interesting ideas on this issue of learning in interaction, as said, and a growing body of research on this issue (cf. Martin, 2004; Melander, 2009); but a critical mass of research relying on careful analysis of interactional practices is still missing. In general, Conversation Analysis (CA) researchers working on classroom discourse have not addressed issues of knowledge construction. However, some conversation analysts working on educational interaction, including participants of this panel, are trying to relate their analysis not just to language learning but also to the learning of 'content'.

At the intersection of socially oriented educational research and CA on interaction in educational settings, one could have expected intense collaboration between the two. To date, this has not generally been the case. Some researchers, such as Mercer and Littleton (2007), Mercer (2010) have even suggested that the sequential analysis could not account for the important *time dimension* in educational interaction and show some skepticism on the use of CA for contributing to the educational relevant insights on classroom talk. Within CA, longitudinality and development have not been in the foreground. Further, there is still not enough conceptual intersubjectivity with regard to *learning, participation and change*.

Against this background, it seems imperative to discuss the issues of learning and interaction in a panel with papers that focus the interactional accomplishment of joint reasoning in educational settings, with a particular interest in establishing cross-disciplinary understandings of core concepts and their empirical substantiation.

This panel will focus on:

- detailed analysis of joint reasoning in classrooms (and other educational surroundings) that will provide deeper insight in the construction of knowledge,
- how the problem of the *time dimension* can be dealt with in the analysis of interactions,
- and if so, how the CA micro-analyses can have practical implications for educational practice.

In this panel, all papers on these matters are from CA perspective. An external discussant who has roots in Educational research, will comment on these papers and will introduce a discussion on the three issues.

## **Susan Berk-Seligson,**

### ***Language and Criminal Justice Systems***

This panel focuses on language that is used to refer to, characterize, and quote persons who either have undergone questioning by judicial officials or who are likely to find themselves in situations where they will. In three of the cases, ideologies play a role in shaping the language used by speakers to characterize defendants, witnesses and potential arrestees, and the credibility of the persons being characterized is thereby linked to such ideologies. The panel papers examine the construction of ethnic, age and gender identity through talk related to criminal acts.

*1. Normal human beings: language ideologies in the interpretation of the character and credibility of witnesses.*  
Diana Eades, University of New England, Australia.

Legal decision-making in criminal cases, such as judge or jury's decision about the guilt of a defendant, involves evaluations of the character and credibility of defendants, complainants, and witnesses who give evidence in support of either prosecution or defence. Such evaluations inherently involve interpretations of what people say in court and how they say it, as well as their reported actions outside of the courtroom, including their language use. In this paper I examine the role of language ideologies in this process of interpretation of the character and credibility of people from minority sociocultural groups, focusing mainly on Australian Aboriginal speakers of varieties of English. In some instances, dialectal and cultural differences are unrecognised within the legal process, while in others they may be exploited.

2. *The Linguistic Construction of Youth Gang Violence: Talk about the Mara Salvatrucha and the Mara 18 of El Salvador*, Susan Berk-Seligson

El Salvador, which has witnessed unprecedented levels of violence in the past decade, much of it related to drug trafficking, is home to two major gangs, the Mara Salvatrucha and the Mara 18. Interviews with 120 Salvadorans (police officers, elementary and high school teachers, community leaders, clergy, and youth group organizers) reveal a diversity of ideological positions on gang membership. While some demonize gang members, others display a more sympathetic stance toward them, inasmuch as the dense, multiplex social networks characteristic of the neighborhoods in which these gangs flourish result in close relationships between the community and gang members through kinship and fictive kinship. The ideological stances taken by community members are represented in the language they use to talk about gangs and gang violence and in their explanations for why 8, 9, and 10-year olds join these gangs.

3. *Animating Police Interrogations in the Courtroom*. Susan Ehrlich, York University, Canada.

This paper examines the way that a witness's police interrogation is decontextualized from its original speech context and strategically recontextualized within a trial setting by a cross-examining lawyer. In directly quoting excerpts from the police interrogation, the cross-examining lawyer is ostensibly maintaining a strict separation between himself, the quoting speaker, and the witness, the quoted speaker. However, following work by Voloshinov and Bakhtin, I argue that the cross-examining lawyer's 'voice' subtly penetrates the direct speech of the witness in a way that invokes his identity as an African-American man (within the context of the United States) and undermines his credibility. In general, then, this paper shows the way that speakers in the legal system can strategically recontextualize the direct speech of others; as Bauman and Briggs (1990: 76) say, 'to decontextualize and recontextualize a text is...an act of control.

4. *"I am a needy petite woman": Judging the Real Age of Participants in IM Sex-Talk Enticement Conversations* Ronald R. Butters, Duke University

The advent of instant messaging has created a new category of criminal evidence: "enticement" messages in which an adult is accused of "grooming" and attempting to arrange sexual encounters with minors (in reality police officers pretending to be children) via the internet. The linguistically naïve legal interpretation of the IM transcripts has contributed to numerous convictions. I describe the pragmatic evidence that supported "reasonable doubt" of guilt in a case resting on a "fantasy" defense, in which the accused claimed that he could tell from the police officer's IM's that she was an adult, but assumed that she was carrying out a psychosexual fantasy in which she played the role of a child being seduced by an adult.

**Jack Bilmes, Edward Reynolds, & Richard Fitzgerald**  
***Lies and Liars: A Conversation Analytic Approach***

There has been very little work within conversation analysis on the subject of lying. Even Harvey Sacks' major contribution "Everyone has to lie", is about routine, formulaic untruths, arguably not lying as ordinarily understood. Research in psychology, interactional sociology (Goffman and his followers), and CA has tended to examine 'deception', although there is also some work in psychology on lying. The extensive work in psychology has tended to focus on theories of deception and the motivations for behaviour, extending to work in psychotherapy on self-deceptive behaviours, while those using Goffman's ideas have tended to focus on deceptive uses of normal appearances, interaction ritual, and face-management. Moreover, the work in psychology and the Goffmanian tradition take little account of lies in the social context in which they occur, relying instead on laboratory studies, diary studies and ethnographic methods which gloss over the moment-by-moment detail of interaction.

While lay conceptions of lying treat it as a phenomenon based on private knowledge and intention, central to the CA approach is the idea that social actions, of which lies form one example, are a public matter. For CA, the interest, as far as lies are concerned, is in the ways in which lies are produced, recognized, revealed, contested, and talked about within the course of social interaction. This is further complicated for CA because, by their very definition, lies must be produced as some other action. Hence the difficulty for CA in approaching a topic purportedly of private knowledge and intention with a methodology premised on the publicly accountable detail of interaction.

This panel will discuss CA's approach to investigating lies, lying, and liars, and the methodological problems that come with that investigation. Some of the papers in this panel will deal with the status of various "doings" in the production and recognition of lies and the processes by which certain actions get assigned to the category "lie." A second dimension of interest will be in the way the category "liar" and its associated predicates are

invoked and negotiated within interaction in the pursuit of various interactional tasks. Finally, we will investigate the nature and use of the lie as a locally invoked cultural category (a distinctive category of social action, with certain causes, moral qualities, consequences, etc) and an object of discourse; that is, we will examine the ways that people talk about lying and the rhetorical uses of such talk.

**Galina Bolden, Jenny Mandelbaum**

***Numbers in (inter)action: How the number of participants matters for the organization of talk-in-interaction***

Goffman (1981) showed that the view of social interaction as a dyadic exchange between a “speaker” and a “hearer” is vastly oversimplified. While much initial work in conversation analysis was based on telephone conversation, extensive work on multi-party conversation over the past three decades provides for a more complex and nuanced view of social interaction. The issue of how the number of participants matters for the workings of talk-in-interaction has been of interest to conversation analysts almost from its inception, some forty years ago. In their 1974 paper, Sacks, Schegloff, and Jefferson observe that turn taking is sensitive to the number of conversationalists, acting as either individuals (“persons”) or as (sometimes multi-person) “parties” (Schegloff, 1995). Subsequent research has examined several aspects of the turn-taking organization of multi-person/multi-party talk-in-interaction: such as, schisming of one conversation into two (Egbert, 1997a), simultaneous talk (Lerner, 1995; Schegloff, 1995), and next speaker selection (Lerner, 2003; Stivers & Robinson, 2006). Inroads have also been made into our understanding of how multiple participants organize themselves into collectivities (Lerner, 1993), how they repair problems of hearing, speaking, and understanding (Egbert, 1997b), design their talk to be appropriate for multiple recipients (C. Goodwin, 1979), how story-tellers co-tell stories for others (Lerner, 1992), and ways in which story recipients organize themselves vis-à-vis the telling (C. Goodwin, 1986; M. H. Goodwin, 1997; Mandelbaum, 1987).

This panel aims to further our understanding of ways in which the number of participants matters for how talk is organized. As Schegloff (2009) notes, many issues pertaining to how numbers matter for various conversational organizations remain unexamined. For example, in what (additional) ways participant numbers are consequential for the organization of repair sequences, action formation, organization of sequences and activities, such as story-telling, turn-taking, etc.? And what can we learn about the organization of talk and sociality, more generally, by looking at multi-party interactions in different settings and across different languages?

**Anna Bonifazi,**

***Discourse organization in oral traditions and in literatures of the past: the interface between linguistic and para-/extra-linguistic features.***

This panel explores the discourse organization emerging from audio recordings, transcriptions and transmitted documents whose textualization or textual state cannot be taken for granted. Folklorists, ethnographers and philologists have in common the fact that they deal with texts that are problematic for two reasons. First, the language of these texts is remote, chronologically and/or stylistically, from ordinary spoken language. The stylistic features that distinguish oral traditions and literatures of the past are due to the peculiar goals, that is, to the production of texts that are transmittable, memorable and repeatedly enjoyable. Second, features revealing the organization of discourse and narrative may be obscured by the vicissitudes of textualization and textual transmission. Discourse particles provide a case in point: although they are an important part of the stylization in question, their functions may be underestimated, and written editions may mistranslate or even omit them. Still, in a pragmatic perspective their uses inform the structures and the strategies selected in order to communicate effectively.

Papers regarding oral traditions will illustrate not only the role of linguistic elements in sign-posting sections of the ‘text’ and their narrative or emotional peaks, but also the pragmatic role of paralinguistic and extralinguistic features—not necessarily in combination with specific words—such as vocal tone and timbre, the tempo of chanted texts, and the melodic discontinuities of sung lines. As for written texts representing literatures of the past, for which it is difficult to reconstruct the manner of performance, papers will illustrate the pragmatic potential of different lexical items working as discourse (or pragmatic) markers, such as particles, interjections, conjunctions and adverbs. The results of these investigations may lay the groundwork for editorial and interpretive strategies based on greater attention to discourse-organization features. The progress in this direction is of interest to folklorists, ethnographers and philologists alike.

**Diana Boxer, Heather Kaiser**

***From Refusing to Schmoozing: Investigating Strategic Roadmaps for Negotiating Conflict and Rapport***

This panel presents papers focusing on negotiating interpersonal conflicts and relationships. The papers incorporate varied cultural perspectives emanating from data gleaned in a variety of languages and communities. Goals of this panel include: bringing to light nuanced linguistic behaviour that often goes

unnoticed unless specifically researched; comparing and contrasting linguistic behaviour among people from disparate groups; and providing insights into how to negotiate successfully (or not) within similar domains of interaction.

Diana Boxer introduces the colloquium with data drawn from her forthcoming book (Praeger, 2011) on *Schmoozing: Building Rapport and Defusing Conflict in Everyday and Public Talk*. Heather Kaiser follows with a study on (Im)Politeness in Uruguay: Linguistic Strategies for Negotiating Conflict in Three Domains of Interaction. The research examines how female Uruguayan Spanish speakers negotiate conflict in the family, social and workplace domains. Specifically, it investigates the linguistic strategies employed to negotiate (potentially) offensive situations, as well as the extent to which such strategies vary according to domain and interlocutor relationship. The results are discussed in terms of non-politic/politic linguistic behaviour and Uruguayan socio-cultural norms evident within each domain.

A third paper is by Stefanie Stadler, Nanyang Technological University, Singapore. Her research analyzes the maintenance and negotiation of rapport in disagreement exchanges in German and New Zealand panel discussions. The paper adopts a cross-cultural perspective of how relationships are negotiated in argumentative situations by investigating how differences of opinion are expressed while trying to show consideration for issues of face and rapport.

Jo Angouri, University of Western England, continues the theme of analyzing disagreement and conflict in the corporate workplace. She challenges earlier work on disagreement as dispreferred and potentially face threatening acts (e.g. Pomerantz, 1984). More recent work highlights the importance of context and local practices instead of an a priori approach to what is preferred in a given interaction. Her study problematizes whether disagreement and conflict are distinct phenomena. The paper takes a social constructionist approach and draws on data from multinational companies collected over the course of five years.

Finally, Stephanie Schnurr (Warwick) presents a paper on managing rapport and conflicts in intercultural encounters in a range of Hong Kong workplaces. Her study is based on a large corpus (80+ hours) of intercultural workplace interactions.

Bruce Fraser (Boston University) weaves together the various themes of the colloquium, bringing to bear on the discussion his notable work on hedging as a pragmatic phenomenon for negotiating strategic roadmaps for managing conflict and rapport within and across cultures.

## **Wolfram Bublitz, Christian Hoffmann**

### ***The pragmatics of quoting in computer-mediated communication***

This panel addresses *the pragmatics of quoting as a metacommunicative act in forms of computer-mediated communication (CMC)*. Surprisingly, not much research has been done into this intriguing topic even though *quoting* is doubtless one of CMC's most peculiar and also most frequent features; in fact, excessive quoting seems to be characteristic of several forms of CMC.

With Internet-based *forms of CMC* we refer to websites, weblogs, discussion fora and message boards, chats, emails, social networking sites (and others). They stand in between the medium, i.e. Internet-compatible network of computers and/or mobile devices, and the text, i.e. the sign-related discourse. Though not tangible like a computer or a book, forms of communication originate in information technology and emerge in the contextual embedding of the text.

We adopt the established reading of *quoting* as the act of transferring a source text of an author A1 from its context to another (temporally and locally shifted) context by a quoter (A1 or A2) as a target text (quotation); to this we append the medium-induced amendment that the *quoter* can be non-human software (and quoting accordingly a process rather than an act).

With the advent of CMC, quoting has undergone a metamorphosis as to its forms, socio-technological potential of textual reproduction and manipulation, functional range and, in general, as to its pragmatics. We therefore include contributions which focus on the pragmatics of quoting in 'new' instead of 'old' media (books, newspapers, letters etc.) except for reasons of comparison. Leading questions are:

- In which way is quoting achieved in CMC (i.e., what means, devices, strategies are employed)?
- To what end is quoting used in CMC (i.e., what are the motives and functions behind quoting)?
- Who is the quoting agent (i.e., is quoting actively and intentionally performed by a human user or executed automatically by non-human software)?

In particular, we wish to encourage the discussion of

- verbal, kinesic, pictorial or filmic *quotation signals* which evoke and indicate pragmatic *functions* of quotations in new media contexts (e.g. stylistic embellishment, authentication, alignment and affiliation, topical coherence, dialogicity, etc.) – and
- the kind and degree of technological *reproductivity* (automatization), *intentionality* and *authorship* in quotes of different Internet-based text genres, ranging from manual citations and copy-paste procedures (in chats and weblogs) to semi-automatic quotes (in emails or message boards) and fully automatic reproductions (in social network sites);

Since the panel explores the pragmatic power of quotations at the interface of different media (*remediation*), different texts (*intertextuality*), different contexts (*relevancy*) and different modes (*multimodality*), we believe that it fits perfectly the topical orientation of the conference.

**Asta Cekaite, Ann-Carita Evaldsson**

***Affective stances, accountability and moral order in adult-child interactions***

This panel explores the role of affective stances in the discursive construction of accountability and moral order in adult-child interactions. As will be demonstrated, affective stancetaking is prevalent in conversations between children and adults, as children, as well as adults hold each other accountable for the normative appropriateness of their actions. The presentations highlight displays of affect in the co-construction of moral norms, identities and positionings (cf. Jaffe, 2009). We extend the focus of current research on affect and socialization by examining how affective stances are deployed to sanction and negatively evaluate behaviors of others while positioning speakers as morally respectable and their addressees as being less so.

The presentations in the panel draw on research theorizing stance as “a public act by a social actor, achieved through overt communicative means (language, gesture, and other symbolic forms), through which social actors simultaneously evaluate objects, position subjects (themselves and others), and align with other subjects, with respect to any salient dimension of the sociocultural field” (Dubois, 2007: 163, Goffman, 1981; Goodwin & Goodwin, 2002; Jaffe, 2009). Rather than solely representative of the emotional states of speaker, affective stances are conceptualized as socially grounded and socio culturally meaningful. As will be shown, such socially shared practices (indexing feelings and norms) can be mobilized in the drawing of social boundaries, social differentiation and categorization.

The panel includes presentations analysing linguistic forms as well embodied resources as they are used to produce stance-saturated affective displays. Drawing on perspectives from linguistic anthropology, conversation analysis and Goffmanian interactional analysis and using discourse analytical methodology, the papers examine a range of topics illuminating how affective stances can provide ways of sanctioning untoward behavior through criticizing, blaming, or challenging someone whose behavior is viewed as outside the bounds of acceptability (Goodwin, 2006). The papers provide empirically grounded studies based on longitudinal recordings of naturally occurring adult-child interaction in schools, homes and neighborhoods among children of various social classes and ethnicities. Cekaite’s presentation, based on ethnographic research in a primary classroom in Sweden focuses on language used to encode emotions (‘I’m angry’) as it is used by teachers to position themselves in relation to a local moral order, providing the basis for the social regulation of students’ actions through threats. Evaldsson in an ethnographic study of boys diagnosed with ADHD explores how affective stances are deployed in verbal insulting to index a masculinity associated with power, verbal aggression and resistance to schooling. Theobald’s and Danby’s presentation investigates the use of affective stances in school recess conversations between children and teachers. Aronsson focuses on Swedish parent-child directives. Overall, the subtle ways in which children can exploit affective stances to take up positions that challenge the local moral order, and invert the asymmetric organization of adult-child relations are highlighted.

**Siobhan Chapman, Billy Clark**

***The interface between pragmatics and literary stylistics***

This panel will consider current interactions and envisage future interactions between pragmatics and literary stylistics. That is, it will focus on ways in which pragmatics can be applied to the analysis and interpretation of literary texts. The emphasis in pragmatics on language in use and on communicative processes has made it a particularly fruitful area of linguistics to apply to the study of literature. Early studies used Gricean implicature and speech act theory as tools for the study of literary texts. More recently, developments in pragmatics such as relevance theory and politeness theory have offered new insights into the stylistic analysis of literature, while the processes of analysing literary texts have in turn fed back into the development and exposition of pragmatic theories themselves.

Various different types of interaction, or levels of discourse, can be identified in relation to literary texts, and these are separately amenable to pragmatic analysis. Perhaps most obviously there is the discourse that is internal to the literary text: the linguistic interactions between characters. Pragmatic frameworks can be used to explain, for instance, how meaning is communicated implicitly between characters, or how characters negotiate and manage face in polite and impolite encounters. Here, pragmatics offers formal frameworks for the discussion of the development of characters and their relationships throughout a literary text, and highlights the complex layering of interpretation given that character interactions are always mediated through readers. The very process of reading a literary text involves a further level of discourse, that between implied author, poet or narrator and reader. Pragmatic analysis takes into account both the choices narrators have made in forming the utterances they address to their readers, and the contextual and non-linguistic factors that contribute to the interpretive processes undertaken by individual readers. At this level of discourse, pragmatics can offer insights into the operation of features such as irony, metaphor and parody, into the stance a narrator takes towards the characters, and into the interpersonal relationship established between narrator and reader. Close attention to the discourse between

narrator and reader has also allowed pragmaticists to investigate the nature of literary discourse itself and its continuities and discontinuities with everyday discourse, bringing pragmatics into close alignment with literary criticism and formal literary interpretation.

The aim of this panel is to represent as wide as possible a range of theoretical approaches and levels of stylistic analysis, while maintaining a focus on the application of pragmatics to the analysis and interpretation of literary texts. Each of the contributions listed below makes a specific proposal about how ideas from pragmatics can be applied either to the analysis and interpretation of specific literary texts or to the understanding of the more general processes of literary criticism and interpretation.

### **Xinren Chen, Dániel Z. Kádár**

#### ***Identity as Resources in Chinese Discourse***

The relation of identity to communication (in particular the discursive construction of the interactants' identities) has been a topic of constant concern. This panel is devoted to some much-neglected identity issues in the Chinese cultural context, a rapidly changing and highly hierarchical society in which identity proves to be a particularly sensitive factor influencing the substance and manner of discourse.

The panel proposed will adopt a unique perspective that addresses identity as institutional and interpersonal resources that Chinese speakers incline to mobilize in their interaction in order to fulfill various communicational goals. The identity assumed in context may largely vary, covering administrative, familial, professional, geographical, educational, and other identity manifestations. The goals that can be accomplished may be – amongst other ones – convivial, competitive, conflictive, and collaborative. The panel will include contributions in the following directions mainly (other relevant explorations of identity issue in Chinese discourse are also warmly welcome):

- § The establishment of rapport through identity work in daily-life and workplace communication;
- § The exercise of power made possible by identity superiority in doctor–patient conversations or other similar power-asymmetrical interactions;
- § The deployment of identity as facilitative or enabling resources to pursue illocutionary goals in educational/academic contexts;
- § The resort to identity as promotional resources in advertising discourse or elsewhere;
- § The diachronic survey of how the issue of identity as resources evolves over time,

By launching this panel, we expect – among other goals – 1) to tap the potential of the linguistic and discursive construction of identity; 2) to exhibit how identity talk can be a form of culturally-loaded practice; and 3) to reveal the effects that the enactment of identity in verbal communication may have on the Chinese language and the organization of Chinese discourse.

On the level of the analytical framework, the organizers encourage the panelists to make use of the most recent frameworks of identity formation – including Brewer and Gardner (1996), Bucholtz (1999), Simon (2004), Spencer-Oatey (2005, 2007), and those of some other scholars. Furthermore, we recommend the Community of Practice as a basic unifying analytical notion for this series of studies.

### **Fabienne Chevalier,**

#### ***Restricted interactional activities in institutional talk***

Conversation-analytic research has shown that institutional talk is characterised by a selective reduction of the range of practices that may be found in ordinary conversation and by a specialisation and possible respecification of the practices that are in use (Drew and Heritage, 1992). More recently, such specialisation and respecification have been linked to the ways in which constraining imperatives external to the talk (e.g., policy, technology etc) are manifested and evidenced in the talk and contribute to the construction of the context of the talk as institutional as goal- or –task oriented (see Pilnick, Hindmarsh and Gill, 2009). Whilst restrictions on what a participant may or may not do may arise from such formal constraints as policy, interactional restrictions may also emerge from less formal types of constraints. This panel seeks to examine, from a conversation-analytic perspective, a range of interactional activities that may be characterised as restricted. 'Restricted interactional activities' are understood in a broad sense as activities that are arrayed on a continuum. They go from activities that are formally banned or discouraged by the institutions through formal policy/guidelines as well as through professional remit to activities that are observably avoided or withheld, though not formally banned, by a participant as a way of implementing the organisation's principles or of ensuring the effective delivery of the service that the institution seeks to perform. The panel explores the ways in which these activities are both oriented to *as* restricted and managed *as* restricted in the course of the interaction as well as the ways in which the construction of the institution might be shaped by the participants' orientation to, and implementation of, such restricted interactional practices. In light of the range of activities that are examined, the panel aims to re-examine the notion of restriction and to add to our understanding of restricted environments. The papers included in this panel present data on English and other languages from various institutional settings (neurology, mental health helpline, tourist offices, classroom interaction, psychiatry and board meetings) and examine a range of

sequential environments and restricted activities such as complaining, affiliating, assessing, advising, helping and delivering diagnoses.

**Georgeta Cislaru, Marie Veniard**

***Analyzing Discourse in Progress: A Cross-Disciplinary Approach (Pragmatics, Discourse Analysis, and Text Genetics)***

Pragmatics has developed tight links with various domains, such as Discourse Analysis, with which it shares methods and objects. In DA, discourse is defined through its relation with the different domains of social activity within which the discourse is produced. It is considered as a practice fixed in a social and historic context, which has social goals. Discourse as social (inter)action offers a wide range of research objects that interest both Pragmatics and Discourse Analyses (cf. van Dijk 1997): actions, aims and consequences of actions; context; and discourse strategies. However, while Discourse Analysis and Pragmatics succeed in describing and explaining these objects, they fail in providing a longitudinal glance able to point out the choice of discourse strategies and linguistic structures contributing to the pragmatic purpose and the generic identity of the discourse, inasmuch as they work on discourse as a finished product.

This panel deals with the progressive construction of written discourse. It aims at revealing the pragmatic mechanisms at work in discourse construction. The study is based on a corpus of drafts (manuscript and computer word processing). The panelists analyze three discourse genres through their specific writing processes: social reports on children at risk, texts produced by young students (8-12 years), scientific texts produced by expert-authors will also be evoked. The successive drafts of these writings are analyzed with the tools of Text Genetics, Discourse Analysis, Textometrics and Pragmatics.

Our investigations cover and articulate two aspects. On the one side, at the Pragmatics and Discourse Analysis interface, we point out the impact that discursive, social and cognitive constraints exert on written production, for instance, on social reports aiming at assessing the family situation of potentially at risk children. We then verify the way these constraints may concern other genres, like learning and scientific writing, and attempt to show the way writing strategies vary according to the different corpora and writers (social workers, children, expert authors). On the other side, at the Pragmatics and Text Genetics/Genetic Linguistics interface, we study the re-writing operations at work (substitution, deletion, insertion, replacement) and propose a fine-grained description of the linguistic structures subject to these operations. The writing strategies of the « experts in text production » will be questioned through the study of social reports and scientific texts in progress. We thus point out the way discourses are adjusted, through their different drafts and versions, in order to reach a pragmatic purpose and to correspond to a contextual and generic frame.

Different results have been obtained and will be reported: the impact of the genetic constraints on the re-writing process, the progressive construction of the discourse's argumentative line, the role of the repeated segments in the construction of text genre, etc.

Throughout the panel, the holistic approach at the conjunction of the interfaces, where transversal analyses work together, brings out new pragmatic objects, such as naming strategies, word selection, genres, scenario, text type and structure, discussed jointly with speech and pragmatic acts.

**Charles Coleman,**

***The Obamas and an American Identity Dilemma***

Rather than looking at the construction of more or less fixed social identities, evolving research suggests a more fluid picture of social identity formation. In this view, variables such as ethnicity/race, gender, regional frames, political orientation, religion, sexuality, and perceived social class contribute to how we negotiate overlapping social identities. Our panel will examine language and language behaviors reflected in our national identity negotiations related to the election of Barak Obama as president of the United States. On the one hand, the Obamas manifest a near ideal picture of an American mythology that says family values, hard work, individualism, and education are the hallmarks of successful and productive citizens who collectively have made us a powerful and enviable democracy. On the other hand, the facts that the Obamas are African American and that they have an Arabic-sounding name, surface some of the racialized and class contradictions in our actual practices: the historical rejection of African Americans as full citizens (manifested in unfounded challenges to President Obama's citizenship); the viability of ones national identity and class membership based on dissociation (not African American, not Latino or Muslim immigrant, not poor European American, and not homosexual); and the current anti-Latino and anti-Muslim furor concerning immigrants (contradicting our rhetoric of access and religious freedom of choice).

Additionally, Michelle Obama's presence as an African American first lady surfaces some of our assumptive racialized behaviors about gender: tensions between African American and European American women over women's rights dating back to the abolitionist movement; tensions about women's sexuality (the language of so-called welfare reform very much reflected mainstream perceptions of Black women's sexuality); and the gender imbalance in our construction of beauty as such an important part of a woman's identity.

The presenters in this panel focus on President Obama and the social construction of racial identities, Barak Obama's public identity, Michelle Obama and the (re)construction of first lady behavior, beauty, and sexuality, and assumptive and situational language behavior in humor used by and about President Barak Obama.

### **Jean-Marc Colletta, Heather Brookes**

#### ***Multimodality, discourse and speech acts: new insights in pragmatics***

Face-to-face communication obviously relies on the exchange of linguistic, prosodic AND kinesic signals, as Cosnier & Brossard (1984) or Poyatos (1992) reminded us some time ago. Since Adam Kendon's (1972, 1980) and David McNeill's (1992) claim that gesture and speech are but a single process, gesture studies have found a renewed interest among linguists and psycholinguists within the past twenty years. The intrinsic and tight links between gesture and speech are now well described, in adults (McNeill, 1992; Brookes, 2001; Calbris, 2003; Kendon, 2004) as in children (Guidetti, 2003; Colletta, 2004; Graziano, 2009). Their theoretical implications on the language and thought issue (McNeill, 2000, 2005; Beattie, 2003) and related questions: language acquisition (Gullberg, de Bot & Volterra, 2008); linguistics of space and abstraction (Johnson, 1987; Gentner & Goldin-Meadow, 2007); philosophy and artificial intelligence (Nadel & Decety, 2002; Zlatev et al, 2008; Kipp, 2009), are well sustained today.

However, the gesture issue does not seem to get as much interest from the pragmatic field. Some empirical work has been done on social interaction in various settings (Filliettaz & Bronckart, 2005; Mondada, 2006) and on specific aspects (synchronisation between speaker and hearer, for instance: Goodwin, 1981; Kendon, 1990). Yet the way our gestures (hand gestures, head movements and facial expressions, posture and gaze changes) help us express our immediate communicative intentions, modify our assertions and segment discourse construction is still understudied. How does their perception contribute, together with speech, to the mutual understanding process, and what fine-grained relations have to be defined to get a better understanding of what is going on in the interactional process is another relevant issue. Besides, considering notions as "speech act", "modalisation" or "discourse units" under the scope of multimodal signals in face-to-face communication may lead to renew their understanding.

All contributions to this international panel include multimodal data and/or gesture analysis and tackle these questions. They all aim at looking for more appropriate ways to describe action and discourse in everyday social interactions, either from an empirical and ethnographic background or from more theoretical perspectives, and include developmental as well as crosscultural investigations:

H. Brookes (Joannesburg, RSA): "Pragmatic and discursive functions of gestures in conversations among zulu and south sotho male youth"

J.-M. Colletta (Grenoble, France): "Modelizing communication acts out of multimodal data"

C. Cristilli (Naples, Italy): "How a developmental analysis helps to understand the multimodal nature of discourse units"

G. Ferré (Nantes, France): "Gesture and speech in the expression of enunciative modality"

R. Kunene (Grenoble, France): "The effect of culture on bimodal narrative speech acts"

A. Ovendale (Joannesburg, RSA): "Some functions of gesture in teachers' discourse in teaching mathematics"

A. Reig, M. Guidetti (Toulouse, France) & J.-M. Colletta (Grenoble, France): "Multimodal explanations and pragmatics in 6 and 10 years-old French children"

### **Barbara De Cock, Bettina Kluge**

#### ***Non-prototypical uses of personal pronouns***

Personal pronouns normally refer to agents, experiencers, cognizers or patients of certain actions, beliefs, states etc. Their interpretation is established in context. It has been argued by Bühler (1934) and Benveniste (1966), among others, that the 1<sup>st</sup> person singular refers to the speaker, while the 2<sup>nd</sup> person singular denotes the hearer to whom the utterance is directed. In addition to pragmatic and cognitive approaches, also typological (Cysouw 2003, Helmbrecht 1999, Siewierska 2004) and formal semantics research (Wechsler 2010, establishing a connection with a general Theory of Mind) has looked into these issues.

Already Bühler, however, hints at uses that do not have a purely deictic reading in his concept of *Deixis am Phantasma*. Mostly due to corpus-based studies, there has been an upsurge of interest in these non-prototypical uses of deictic pronouns (or corresponding verb inflections). Non-canonical uses such as generic readings of the 1<sup>st</sup> and 2<sup>nd</sup> person singular and the 'condescending' 'we' used by nurses and doctors ('have we taken our medicine?' cf. Quirk et al. 1985, Brown/Levinson 1987) have been documented. Interestingly, misunderstandings of reference seem to be very rare and/or are resolved interactively during conversation. These phenomena have been claimed to be widespread – possibly universal – (Siewierska 2004, Kitagawa/Lehrer 1990), yet language-specific properties have been analysed as well (e.g. Laberge 1977 for Canadian French, Bolinger 1979 and Hyman 2004 for English, Biq 1991 for Mandarin, Stewart 1992 for French and Spanish).

Still lacking, however, is a connection of these – often isolated – empirical findings to general pronominal theory. This is partially hindered by a lack of truly cross-linguistic studies beyond the rather well-researched Indoeuropean languages, as well as by terminological differences according to linguistic traditions, mainly with

respect to the concepts of ‘generic’ and ‘impersonal’. It is therefore our aim to look into these phenomena in different languages and from different theoretical approaches to pronominal theory, in order to present and discuss recent findings. By consequence, various kinds of data-based research on non-prototypical uses of person deixis are included in the panel.

### **Elwys De Stefani, Anna Claudia Ticca**

#### ***Names in Interaction***

Proper names constitute a well established object of research at least in two branches of linguistic investigation, namely in onomastics (adopting predominantly a historical perspective) and in language philosophy, debating on the “properhood” (Coates 2006) of names. While these two fields of study have developed a considerable amount of literature, scholars have granted surprisingly little attention to the ways speaker actually use names in their everyday conversation. With few exceptions, the pragmatic approach to the analysis of names is indebted to the language philosophical (and essentially theoretical) tradition. In contrast, onomastic approaches interested in name usage usually turn to interview data (for instance within socio-onomastics; see Pablé 2009). Yet work focussing on names as they are used in naturally occurring interaction is scarce. Conversation Analysis (CA) has developed an early interest in names, considering chiefly their referential dimension: on the one hand, Schegloff 1972 has analysed place names as a particular kind of place descriptions, pointing out the reflexive interrelationship between place terms, the localisation of the speakers, the current topic of the conversation and the speakers’ membership categorisation. On the other hand, the research on person reference has produced a considerable amount of CA literature (Sacks & Schegloff 1979, Downing 1996, Schegloff 1996, Enfield & Stivers 2007), showing that person name usage is a recipient designed action and analysing referential practices established through pronouns as opposed to person name reference.

The aim of this panel is to go beyond the strictly referential view on names. A first set of questions will be concerned with the interactional tasks that participants carry out by using names and with recurrent interactional phenomena involving names – such as name repair, name repetition, assessment (see Goodwin 2003) etc. A second set of questions relates to the methods that participants employ when treating a language unit as being a (proper) name. How is properhood interactionally displayed and taken into account by the participants? How is the category *proper name* made relevant (see Hopper 1990)?

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Downing, P. 1996: Proper names as a referential option in English conversation. In: B. A. Fox (ed.), *Studies in anaphora*. Amsterdam/Philadelphia, Benjamins: 95-143.

Enfield, N. J. & Stivers, T. 2007 (eds.): *Person reference in interaction. Linguistic, cultural, and social perspectives*. Cambridge, Cambridge University Press.

Goodwin, C. 2003: Recognizing Assessable Names. In: P. J. Glenn *et al.* (eds.), *Studies in Language and Social Interaction*. Mahwah, Erlbaum: 151-161.

Hopper, P. 1990: The emergence of the category "proper name" in discourse. In: G. D. Hayley & T. J. Taylor (eds.), *Redefining linguistics*. New York, Routledge: 149-162.

Pablé, A. 2009: The ‘dialect myth’ and socio-onomastics. The names of the castles of Bellinzona in an integrational perspective. *Language and Communication*, 29/2, 152-165.

Sacks, H. & Schegloff, E. A. (1979): Two Preferences in the Organization of Reference to Persons in Conversation and Their Interaction. In: G. Psathas (Hg.): *Everyday Language. Studies in Ethnomethodology*. New York, Irvington Publishers: 15-21.

Schegloff, E. A. 1972: Notes on a Conversational Practice. Formulating Place. In: D. Sudnow (ed.), *Studies in Social Interaction*. New York, The Free Press: 75-119.

Schegloff, E. A. 1996: Some Practices for Referring to Persons in Talk-in-Interaction: A Partial Sketch of a Systematics. In B. A. Fox (ed.), *Studies in Anaphora*. Amsterdam/Philadelphia, Benjamins: 437-485.

### **Mirjana Dedaic,**

#### ***Discourse Markers in South Slavic Languages***

This panel intends to commence academic discussion among pragmaticians about discourse markers and other pragmatic particles in South Slavic languages. Until the recent publication of the volume *South Slavic Discourse Particles* (edited by Dedaic and Mišković-Luković, Benjamins, 2010), work on this topic was negligible. By bringing scholars from different theoretical persuasions in pragmatics (Relevance Theory, Ducrot’s Argumentation Theory, coherence-based approaches), we want to highlight specific nature of these semantic vehicles in the South branch of the Slavic group. We hope to attract both the Slavic linguists and pragmaticists to join us in enriching this neglected area of pragmatic inquiry. The panel will present papers on Bulgarian, Macedonian, Serbian, Bosnian, Croatian and Slovene discourse particles.

### **Liesbeth Degand, Bert Cornillie, & Paola Pietrandrea**

#### ***Modal particles and discourse markers: Two sides of a same coin?***

The aim of the panel is to investigate the intersection between modal particles and discourse markers (i.e. including relational markers on a local level and structure markers on a macro level) and to discuss whether or not it is possible to draw a line between these two types of linguistic expressions. Are modal particles a subtype of discourse markers, or should both be seen as subcategories of the more encompassing pragmatic markers (Fraser 1996), or discourse particles (Fischer 2006)? If the latter is the case, what is it that distinguishes discourse markers from modal particles? Clearly, both linguistic expressions are multifunctional and “function in cognitive, expressive, social, and textual domains” (Schiffrin 2001: 54). But modal particles have often been described in a more restricted sense, i.e. as specifying “the relationship between speaker and hearer” (Hansen 1998: 42) or “to signal one’s understanding of what the situation is all about with respect to the argumentative relations built up in the current situation.” (Fischer 2007: 47). On the other hand, discourse markers too “are related to the speech situation [and] (...) express attitudes and emotions” (Bazzanella 2006: 449). “The study of discourse markers is therefore a part of the study of modal and metatextual comment” (Lewis 2006, 43).

Distinctions between modal particles and discourse markers thus become hard to maintain. As noted by Traugott (2007: 141), “One approach is to distinguish sharply between discourse markers and modal particles on both formal and discourse functional grounds (...). Another is to make no difference between the terms, apparently on discourse pragmatic grounds, while recognizing that “formally” clause-internal position is the modal particle position.”

Clearly, in some cases, macrostructural functions and modal functions can sometimes be combined. This seems the case with German modal particles (Fischer 2000). Interestingly, Fischer (2000:27) mentions that English tag questions have been found to be used as translation equivalents for German modal particles (Kohler 1978, Fillmore 1981, Nehls 1989). Waltereit (2001) indeed shows that there are other modalization forms carrying out a function analogous to modal particles.

The panel aims at disentangling the functions of modal particles and discourse markers, both in synchrony and diachrony, in speech and writing, and cross-linguistically.

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Hansen, Maj-Britt Mosegaard (1998). The semantic status of discourse markers, *Lingua* 104 (3-4), 235-260.

Kohler, Klaus (1978). Englische “Question Tags” und ihre deutschen Entsprechungen. *Arbeitsberichte des Instituts für Phonetik der Universität Kill* (10): 61-77.

Nehls, Dietmar (1989). German Modal Particles Rendered by English Auxiliary Verbs. In Harald Weydt (ed.). *Sprechen mit Partikeln*. Berlin/New York: de Gruyter, 282-292.

Schiffrin, Deborah (2001). “Discourse markers, meaning, and context”. In: Schiffrin, Deborah; Tannen, Deborah; Hamilton, Heidi E. (eds.). *The Handbook of Discourse Analysis* (Blackwell Handbooks in Linguistics). Oxford/Maldon, MA: Blackwell, pp. 54-75.

Traugott, Elizabeth Closs (2007). Discourse markers, modal particles, and contrastive analysis, synchronic and diachronic,” *Catalan Journal of Linguistics* 6, 139-157.

Waltereit, Richard (2001). Modal particles and their functional equivalents: a speech-act-theoretic approach,” *Journal of Pragmatics* 33 (9), 1391-1417.

## **Arnulf Deppermann, Susanne Günthner**

### ***Temporality in Interaction***

Only recently, discussions within linguistics have started to take temporality of linguistic production and reception into account. Interactional and discourse-functional linguistics have begun to emphasize the necessity to study linguistic structures within an analytical frame which does justice to the irreducibly temporal nature of the situated use of language. Approaches like “on-line syntax” (Auer 2009) and “emergent grammar” (Hopper 1987; 1998), which focus on emergent processes of linguistic patterns in interaction, provide a helpful background for a temporally based account of language in interaction and for ways to study linguistic structures as they unfold piece-by-piece in real time.

Interactional studies show how the course of the ongoing production of linguistic structure is shaped by co-participants’ local verbal and non-verbal (re-)actions as well as the opportunities and restrictions provided for by the linguistic structures which are accomplished at a given moment of interaction. They give evidence of the sensitivity and adaption of linguistic structures to the temporal unfolding of an ongoing interactional sequence which is brought about collaboratively. Temporality in interaction is oriented both backwards and forward:

- Mechanisms of projection and the prospective indication of anticipated activities and their interactional meaning are basic requirements for the anticipation and coordination of activities in interaction.
- The manifold phenomena of retrospection (like retraction, recontextualization, backlinking, quotation, reformulation, completion, and continuation) are indispensable for displaying understanding and for creating coherence between current and prior activities.

This panel includes researchers from interactional (and discourse-functional) linguistics to focus on the various facets of temporality in interaction. Most pertinent questions are:

- How are temporal relations between TCUs, turns, and larger sequences of activities indexed by linguistic structures in interaction?
- How are projection and retrospection brought about linguistically? On which levels of interactional function and meaning do they operate by which means? How do locally contingent relationships of temporality in adjacent turns differ from long-distance dependencies and indexicalities?
- In what way are projection and retrospection crucial for the accomplishment of collaborative action and understanding?
- What are the interactional mechanisms upon which projection and retrospection operate?
- Can we find constructions/patterns which are specialized for the management of temporality in discourse?
- What is the relationship between local emergence and local sensitivity of linguistic constructions (rsp. fragments of constructions) and sedimented linguistic schemata which serve as blueprints and guidelines for the anticipation of linguistic practice?

### **Sigurd D'hondt, Fleur van den Houwen**

#### ***Quoting from the case file: intertextual practices in courtroom discourse***

Criminal trial hearings are communicative events which are densely intertextually structured. Documents in the case file such as police records of the arrest, witness statements and expert records are extensively referred to, quoted, requoted, and recontextualized in the course of the trial – which is inevitable because demonstrating the defendant's criminal liability and the establishment of a binding legal reality crucially hinge on the transformation of these discourses into lawful evidence. For this panel, we include contributions from various angles that explore how quoting in the courtroom is actually done, including – but not limited to – conversation analysis, linguistic anthropology, and interactional sociolinguistics. Rather than tracing the intertextual trajectory of these various discourses throughout the legal institutions (which we rather consider as a general background to our enterprise), we seek papers that specifically focus on the question how quoting and related intertextual practices are sensitive to the particulars of the courtroom environment. Questions that come to mind are for example:

What form do intertextual practices take (direct/indirect quote, summarizing etc.)?

Who is quoted (e.g. suspect or witness?) how, and in what interactional environment?

To what extent is quoting intertwined with the projection of institutional identities? (For example, do prosecutors and defense attorneys quote differently?)

How is quoting responded to by the other parties?

How does the legal system (accusatorial vs. inquisitorial) affect intertextual practices?

### **Paul Drew, Elizabeth Couper-Kuhlen, & John Heritage**

#### ***Constructing social action in conversation***

We propose a panel section consisting of a series of related presentations focusing on the formal properties of how actions – both 'initial' actions and responsive actions – are constructed in ordinary interactions. The methodology/perspective for presentations will be broadly Conversation Analytic.

**Rationale:** Much of the research literature, particularly in Conversation Analysis (CA) has not much explored how turns at talk are constructed or designed to 'be' a particular social action. We've tended to take for granted that some turn or utterance 'is' an invitation, or a proposal or request or whatever, or that some next turn is a response to the prior (a rejection, for instance), without considering systematically how these turns/utterances are designed to 'conduct' those actions. From time to time there has been some exploration of how turns are designed linguistically to 'do' certain actions (Wootton's work on children's request forms is a case in point), but this research direction has been sporadic, unsustainable and unsystematic. Recently some of us have begun to focus more closely and systematically on the construction of action – partly in the context of an inter-disciplinary project at the University of York (2003-2006), and partly also in association with a new project at the Max Planck Institute for Psycholinguistics.

**Scope:** We would include both 'initial' actions (such as requests, proposals etc.) as well as responsive actions within the scope of this panel. We take the 'formal linguistic properties' of the construction of action to include lexis, syntax, prosody and phonetics, and morphology; so we would welcome contributions that cover or integrate any of these in the analysis of action. We would include also embodied action; that is, studies of action in face-to-face interaction that show that, and how, gesture and other aspects of non-verbal conduct are

systematically deployed in action construction. We have included researchers covering a range of languages. Our preference is that studies/presentations will focus on ordinary (social) interaction, rather than so-called institutional interactions (this in order to avoid getting hung up on actions that are very specifically associated with a particular institutional setting).

**Aims:** The aims of the panel sessions will be to present our work-in-progress in this area and to consider how this direction might be developed. However, we aim to consider more specifically i) to what extent linguistic features or properties of action construction are language dependent; ii) given that anything in talk-in-interaction 'does' something (language delivers action, not meaning), what if any are the differences between 'speech acts' and social actions –and what do we mean by 'social action(s)'; iii) in what ways might we investigate the construction of actions that avoid the pitfalls of an intention-based psychological approach that Searle took, for instance.

**Robert Englebretson, Marja-Liisa Helasvuo**

***Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective***

This panel contributes to the conference theme of "pragmatics and its interfaces" by presenting a pragmatically-grounded, cross-linguistic approach to the grammatical phenomenon often referred to as Pro-Drop, with specific focus on grammatical subjects. Bringing together methodologies from Conversation Analysis, Discourse-Functional linguistics, and Cognitive Linguistics, the panel will provide an in-depth, cross-linguistic exploration of the pragmatics of subject expression and ellipsis as observed in naturally-occurring discourse data from a range of typologically, genetically, and areally diverse languages. Panelists have expertise in the grammar and pragmatics of "zero anaphora" in languages including: Colloquial Indonesian, Cirebon Javanese, Finnish, English, Spanish, Estonian, Hungarian, and Japanese. For this study, we focus on two orthogonal dimensions of how the grammar of a language treats main-clause subjects: (1) whether main-clause subject arguments are obligatorily expressed or not, and (2) whether main-clause subject arguments are co-indexed on the predicate by means of agreement marking or not. Languages vary extensively across both dimensions, and previous research has demonstrated that subject ellipsis or expression has specific micro-level pragmatic functions, depending on the type of language. For example, in English (where subject expression is the norm), when main-clause subjects are not expressed, research has shown that speakers are using this as a resource to perform specific micro-level social actions, such as marking the current utterance as a "resaying" or "secondary action" (Oh 2005, 2006). English subject ellipsis has also been implicated in maintaining topic continuity (Givón 1983) and providing structural coherence to the ongoing talk (Fox 1987). In contrast to this, research on Hebrew, a language in which, unlike English, subject pronouns are typically ellipted, and in which there is verb agreement in past and future tenses, speakers regularly express subject pronouns to perform other types of micro-level conversational actions, such as marking the current utterance as dispreferred (Hacohen and Schegloff 2006). Questions which this panel will address include:

In each language, under what circumstances do speakers typically ellipt subjects and under what circumstances do they typically express them? These may include issues of marking topic continuity and grammatical cohesion, text structuring, the performance of micro-level social actions in conversation, and others yet to be discovered.

- To what extent are these pragmatic functions quantitatively and qualitatively similar or different across these languages? For example, do we find that some languages tend to employ subject ellipsis primarily for purposes of topic continuity, while other languages do this chiefly for social-interactional purposes? Do these differences seem to correlate with other grammatical factors, such as whether the subject is marked through verb agreement or not?

- Exactly what kinds of micro-level conversational actions do speakers perform by means of subject expression on the one hand, or subject ellipsis on the other? Are any similar actions performed in all languages? These three questions lead to the overall aim of the panel: namely, to assess the interface of the grammatical resources of a specific language (in this case the expression or ellipsis of subject arguments) with the pragmatics of how speakers use these resources in conversational interaction.

Fox, Barbara A. 1987. *Anaphora and the Structure of Discourse: Written and Conversational English*. Cambridge: Cambridge University Press.

Givón, Talmy, ed. 1983. *Topic Continuity in Discourse: a Quantitative Cross-Language Study*. Amsterdam: John Benjamins.

Hacohen, Gonen and Emanuel A. Schegloff. 2006. "On the Preference for Minimization in Referring to Persons: Evidence from Hebrew Conversation." *Journal of Pragmatics* 38:1305-1312.

Oh, Sun-Young. 2005. "English Zero Anaphora as an Interactional Resource." *Research on Language and Social Interaction* 38: 267-302.

Oh, Sun-Young. 2006. "English zero anaphora as an interactional resource II." *Discourse studies* 8.6: 817-846.

**Christina Englert, Agnes M. Engbersen**

***Identity & relationship construction with and among the elderly***

The contributors to this panel all study identity construction with and among the elderly. In sociolinguistics, identity categories like gender, social class, nationality and ethnicity have received a substantial amount of analytic attention. However, we still know little about how Age and Ageing affect identity construction in talk in interaction. Whilst research on interaction with and among elderly has increased over the last decade, this research has focused primarily on issues such as how the elderly and their caregivers perform particular activities related to caretaking through language. Lindström (2005) and Heinemann (2006), for instance, investigated how elderly people in care formulate requests, Lindström & Heinemann (2009) looked at how the completion of a task is negotiated between the older person and her caretaker; and Backhaus (2010) looked at how caregivers may use language to push for compliance from the elderly in caregiving situations. With regards to the issue of how elderly people's identity is constructed, however, the remark Giles, Williams, and Coupland made in 1990, that "actual talk to, from, and about the elderly is perhaps the area in which we are least well informed", still applies. The papers in the panel report empirical studies based on audio- and video recorded telephone and face-to-face interactions in elderly care institutions, interactions in home help settings between elderly people and their home help -- as a hybrid between everyday and institutional talk --, and elderly peer interactions in various other social situations outside institutions.

The contributions to this panel demonstrate that social categories such as 'elderly', or 'care-taker', and 'caregiver' are not predetermined properties of an individual but are interactively and locally constructed through the use of linguistic and discursive practices and other forms of interactional organization. Panel presentations focus on:

(1) *Identity construction and management in care giving interactions*

- how are care giving activities structured at transitional moments, focusing on asymmetric aspects in the interaction between caregiver and care recipient?
- how are interactional and linguistic devices used to establish and negotiate institutionally (pre-defined) roles and relationships?
- how is age made interactionally relevant in telephone conversations between a community care service provider and the elderly clients?
- how are the elderly's physical, psychological, and social competences recognized and negotiated in clinical assessment interviews?
- how are conversational strategies used by caretakers to enact various interactional roles in conversations with the elderly with dementia?

(2) *The construction of age-based cultural identity in peer interactions*

- the construction of the multiple aspects of elderly identity in conversational narratives.
- the construction of age identity in trouble tellings and complaints about different types of trouble ('private' troubles and 'public' troubles).
- the interactional construction of elderly woman's identity in talk about homemaking practices.

Backhaus, P. (2010). Time to get up: Compliance-gaining in a Japanese eldercare facility. *Journal of Asian Pacific Communication* 20 (1), 69-89.

Giles, H. Williams, A. & Coupland, N. (1990). Communication, health and the elderly: Frameworks, agenda and a modal. In: H. Giles, N. Coupland & J. Wiemann (Eds.), *Communication, health and the elderly*. New York: Manchester University Press, 1-28.

Heinemann, T. (2006). 'Will you or can't you?': Displaying entitlement in interrogative requests. *Journal of Pragmatics* 38, 1081-1104.

Lindström, A. (2005). Language as social action: a study of how senior citizens request assistance with practical tasks in the Swedish home help service. In: A. Hakulinen & M. Selting (Eds.), *Syntax and Lexis in Conversation: Studies on the Use of Linguistic Resources in Talk-in-Interaction*. Amsterdam: Benjamins, 209-230.

Lindström, A., Heinemann, T. (2009). Good Enough: Low-Grade Assessments in Caregiving Situations. *Research on Language and Social Interaction* 42 (6), 309-328.

## **Alessandra Fasulo, Eva Ogiermann**

### ***Style and affect in interaction***

The panel gathers contributions from scholars in conversation analysis and pragmatics, focusing on those aspects of action design (at the level of both turn shape and embodied performance) that impact on the affective contour of the turn and modulate both interpersonal distance and participants' engagement with the activity at hand.

Differently from the most common sociolinguistic approach that refers to style as to the display of speech traits from a particular social group (Mendoza Denton 2000), we are closer to an interactional linguistic approach, thus considering style as the particular inflection that any turn can take on (Selting 1994), a micro-stylistics, defined by the notions of expressivity, choice, and indexicality (Caffi 2007). Affect is a sub-dimension of style addressing the nature of the relationship between interactants and between the speaker and the referent(s) at a given moment (Ochs, Schieffelin 1989). Both style and affect also have epistemic capacities, conveying perspective and evaluation (Ochs, Pontecorvo, Fasulo 1997). Conversation Analysis shows how modulation of intensity can have sequential import, as in preferred and dispreferred turn formats where gradients of intensity

maximize or minimize the action performed (Pomerantz 1984); related topics are extreme case formulation, (Pomerantz, 1986; Edwards 2000) or pre-sequences (Schegloff 2007), which manage accountability and work in pre-empting disalignment.

The panelists are encouraged to refer to these notions as well as to offer new insights and new phenomena for consideration; all the studies will draw on data from naturalistic interactions.

The papers will therefore illustrate pertinent phenomena as realised across different modalities and linguistic levels, with a particular focus on the way style and affect features partake in the overall meaning of the turn and contribute to the shaping of next turn (Selting 1994) or of the sequence trajectory (Goodwin 2006), thereby also projecting situated discourse-identities. Finally, the panel will address the notions of style and affect against related ones such as politeness (Ogiermann forthcoming), involvement (Caffi and Janney 1994, Besnier 1994), and indirection (Kielsing 2009).

Besnier N. (1994) Involvement in linguistic practice: An ethnographic appraisal. *Journal of Pragmatics*, 22, 3-4, 279-299

Caffi C. (2007) *Mitigation*, Amsterdam, Elsevier.

Caffi C., Janney R.W. (1994) Toward a pragmatics of emotive communication. *Journal of Pragmatics*, 22, 3-4, 325-373

Edwards D. (2000) Extreme case formulations: Softeners, investment, and doing nonliteral. *Research on Language and Social Interaction*, 33 (4), 347-373.

Goodwin, Marjorie 2006 "Participation, Affect, and Trajectory in Family Directive/Response Sequences." *Text and Talk* 26:4/5: 513-542.

MendozaDenton, N. (2000) Style. In Duranti, A. (ed.) *Key Terms in Language and Culture*. London: Blackwell.

Kielsing S. (ed.) (2009) Rethinking Indirection in interaction. Special Issue of *Journal of Pragmatics*, 42, 2, 279-556

Ogiermann, Eva (forthcoming) Beyond 'please' and 'thank you': On dis-agreement in close relationships .

Ochs, E. Pontecorvo, & C. Fasulo, A. (1996) Socializing taste. *Ethnos*, 61, 1/2, 7-46.

Ochs, E. & Schieffelin, B. 1989 "Language has a heart" The pragmatics of affect, *Text* 9: 1, 7-25.

Pomerantz A. (1986) Extreme case formulations: A way of legitimizing claims, *Human Studies*, 9, 219-229.

Schegloff E. A. (1988) Presequences and Indirection: Applying Speech Act Theory to Ordinary Conversation, *Journal of Pragmatics*, 12, 55-62.

Selting M. (1994) Emphatic speech style - with special focus on the prosodic signalling of heightened emotive involvement in conversation. *Journal of Pragmatics* 22, 375-408.

## **Anita Fetzer, Karin Aijmer, & Etsuko Oishi**

### ***Evidentiality: Theory and Practice***

In natural-language communication, the linguistic coding of evidentiality can be obligatory, and it can be optional. While some languages code overtly the source of information, e.g., visual, auditory, audiovisual, sensory or reported and inferred, others may use particular linguistic devices to indicate and / or make explicit the source of information, using metacommunicative comments, expressions of modality, and particularized configurations of information structure, for instance. The obligatory coding of the source of information is generally done synthetically and / or analytically through the use of a particular tense and aspect, or particle and morpheme, for instance. The optional coding of the source of information tends to be done with a – more or less – open set of linguistic devices, which may be explicit, spelling out the source directly, or implicit, generating a generalized conversational implicature. However, it is not only the source of information that can be made explicit, but also the speaker's attitude about the epistemic status of the information and / or about the reliability of the source (cf. Dendale and Tasmowski 2001).

The goal of this panel is to examine the theory and practice of evidentiality as regards the linguistic coding of evidentiality, considering its connectedness with the coding of attitude about the epistemic status of information on the one hand, and the speaker commitment towards the information on the other. Particular attention will be given to empirical studies from different languages.

The panel focuses on contexts in which

- (1) the linguistic coding of the source of information and the linguistic coding of the attitude towards the epistemic status of information and the speaker's commitment towards the information are done explicitly, or are referred to explicitly
- (2) the linguistic coding of the source of information and the linguistic coding of the speaker's attitude towards the epistemic status of information and the speaker's commitment towards the information conflate
- (3) the linguistic coding of the source of information and the linguistic coding of the speaker's attitude towards the epistemic status of information and the speaker's commitment towards the information conflate partly

The systematic analysis of the contextual constraints and requirements for making explicit the evidential status of information, the speaker's epistemic attitude towards it, and her / his commitment towards it in different languages will further refine our conceptualization and understanding of the theory and practice of evidentiality.

Aijmer, Karin (2009): Seem and evidentiality. *Functions of language* 16(1): 63-88.

Chafe, Wallace and Nichols, Joanna (eds.)(1986): *Evidentiality: The linguistic coding of epistemology*. Norwood: Ablex.

Dendale, Patrick and Tasmowski, Liliane (2001): Introduction: Evidentiality and related notions. *Journal of Pragmatics* 33: 339-348.

### **Kerstin Fischer, Gregory Mills**

#### ***The Official and the Unofficial Business of Conversation***

This panel is concerned with the relationship between what Clark (1996) has called track 1, the main, official business of the interaction, and track 2, the unofficial information intended to facilitate understanding on track 1 and to manage conversation in general. While much attention in pragmatics has been devoted to communicative acts on track 1, only recently more attention has been paid to what previously had been discarded as 'mere aspects of performance'. Examples of track 2 information include speech management, information structuring and coordination phenomena, such as hesitation markers (Clark & Fox Tree 2002), interactive alignment (Pickering & Garrod 2004), repair (Schegloff et al. 1979), grounding (Clark & Schaefer 1989, Clark 1996), as well as embedded corrections (Saxton 1997; Chouinard & Clark 2001), just to mention a few.

It is noteworthy that the information provided on track 2 is not only unofficial and implicit, but also resists being formulated explicitly on track 1: For instance, Pickering and Garrod (2004) and Healey (2007) report that interlocutors' explicit attempts to coordinate on a common referential schema were usually unsuccessful; similarly, Saxton (2004) found that explicit corrections were less effective in child language acquisition than embedded corrections, which exploit the structure provided by alignment to both identify and contrast the corrected element. Moreover, the face saving functions of hesitation markers, for instance (cf. Levinson 1983, Fischer 2000, Clark & Fox Tree 2002, Schegloff 2010), could not be fulfilled if made explicit.

These findings are not readily accounted for in existing pragmatic models. If communication primarily involves the exchange of information, then, all things being equal, explicit information should always be more intelligible and effective than implicit, tacit communication (cf. Brandom 1994). The aim of the panel is therefore to shed light on the breadth and nature of track 2 information, to identify its functions, to clarify the relationship between relevant terminological distinctions (such as track1/track2, explicit/implicit/tacit, what/how, official/unofficial, signaling/displaying), and to find a comprehensive model that accounts for the findings. Moreover, it will be discussed in how far the distinction between the official and unofficial constitutes a participant category, corresponding to participants' own understanding of interaction.

The panel is situated at the heart of pragmatics and is relevant to many of its interfaces; it is interesting to psycholinguists and social psychologists working on models of communication; it is furthermore interesting to scholars working on dialogue design for human-computer interaction, since the modeling of tacitness is crucial for creating fluent human-computer dialogue (cf. Roque & Traum 2008). It is interesting from a theoretical perspective, involving scholars from all areas of pragmatics, including conversation analysis, ethnomethodology and discursive psychology, but also researchers working on politeness or on the evolution and the cultural usage of indirectness (Dunbar 2005; Hendry & Watson 2001).

### **Monique Flecken, Efstathia Soroli**

#### ***Language-specific conceptualizations in linguistic and non-linguistic tasks: comparing native speakers and second language users***

In this panel, we focus on cross-linguistic comparisons in order to identify differences across languages that can be traced back to specific features of the language systems involved (lexical as well as grammatical). A first question to be addressed concerns the extent to which varied languages display overlap and/or differences in several domains, with particular attention to comparisons involving Romance vs. Germanic languages. A second question focuses on second language learners: is it possible to acquire target-language specific conceptualizations that might be reflected in linguistic and non-linguistic tasks?

This panel will present research carried out within the Thinking for Speaking (cf. Slobin, 1996) and Seeing for Speaking (cf. von Stutterheim & Nüse, 2003) tradition. It will combine more 'classical' approaches to investigating cross-linguistic differences, i.e. the analysis of language production and comprehension data elicited in controlled experimental situations with novel approaches such as the use of eye tracking (looking at attention allocation in different types of language users) and ERP experiments (looking at neural responses to different stimuli of different language users).

These methodological developments can make a strong contribution to the investigation of language-specific conceptualizations and can also help to address the question of what it means for learners to have acquired a language with an underlying conceptual pattern that may differ from or show similarities to the one in their first language. One aspect of the panel will be to discuss how these new methodologies may help find out the extent

to which language-specific preferences are also present beyond language use and reflect deeper differences in speakers' underlying cognitive processing as reflected in so-called 'non-linguistic' tasks (such as gaze movement and neural responses). The panel will include the presentation of several studies that explore new methodologies for both cross-linguistic comparisons and second language research. It is only recently that research on language acquisition has begun to show some interest for language-specific cognitive preferences (see for example Dimroth et al, 2010; Han & Cadierno, 2010; Hickmann et al., 2009; Hendriks et al., 2008; Carroll & Lambert, 2006). Another innovative aspect of the panels is to bring together studies focusing on several aspects of the linguistic system, e.g. grammatical as well as lexical features in a number of different subdomains:

- a) space (motion events, route descriptions)
- b) time (tense, aspect, event construal and event representation)
- c) contrastive and additive relations in discourse (information structure)

Carroll, M. & Lambert, M. (2006). Reorganizing principles of information structure in advanced L2s : a study of French and German learners of English. In H. Byrnes, H. Weger-Guntharp & K. Sprang (eds.), *Educating for advanced foreign language capacities*, pp. 54-73. Georgetown: GUP.

Dimroth, C., Andorno, C., Benazzo, S. & Verhagen, J. (2010). Given claims about new topics. How Romance and Germanic speakers link changed and maintained information in narrative discourse. *Journal of Pragmatics*, 42 (12), 3328-3344.

Han, Z. & Cadierno, T. (2010). *Linguistic relativity in SLA: Thinking for Speaking*. Clevedon: Multilingual Matters.

Hendriks, H., Hickmann, M. & Demagny, A. (2008). How English native speakers learn to express caused motion in English and French. In: *Acquisition et Interaction en Langue Étrangère*, 27, 15-41.

Hickmann, M., Taranne, P. & Bonnot, I. (2009). Motion in first language acquisition: Manner and Path in French and English child language. *Journal of ChildLanguage*, 36 (4), 705-742.

Slobin, D. (1996). From "thought to language" to "thinking for speaking". In J. Gumperz & S. Levinson (eds.), *Rethinking linguistic relativity*, pp. 70 -96. Cambridge: CUP.

Stutterheim, C. von & Nüse, R. (2003). Processes of conceptualisation in language production: Language – specific perspectives and event construal. *Linguistics* (special issue: Perspectives in language production), 41, 851 – 881.

## **Laura Gavioli, Bernd Meyer, & Cecilia Wadensjö**

### ***Exploring participants' orientation in interpreter-mediated interaction***

This panel aims to discuss the ways in which participants involved in interpreter-mediated, face-to-face interaction – for short: dialogue interpreting (Wadensjö 1992) – orient to the sequential, situational and institutional frames of the ongoing encounter; how interaction is managed and organized locally between people speaking different languages, assisted by a third party speaking both. In an increasingly 'globalized' world, this type of communication seems potentially attractive in studies of linguistic pragmatics.

When monolingual speakers interact in a first language setting, it is taken for granted that they share knowledge of what is going on. In the case of foreign language interaction, it may not be clear from the outset in whose frame (or frames) a given encounter operates. However, as Wagner (1996) remarks, if participants in these kinds of settings are able to interact at some level of mutual understanding, it must be possible to analyze how they are doing this.

In dialogue interpreted encounters, two out of three participants as a rule have no or limited knowledge of another party's language and consequently would normally not be able to understand, without the interpreter's assistance, either what this party's talk is about, or how the shared event is locally organized. Nevertheless, at some level, they share knowledge of what is going on as interaction unfolds.

As is demonstrated in numerous empirical studies, when an interpreter is introduced in a face-to-face communicative situation the organizational format of interaction becomes fundamentally different from a dyadic, one-language situation (see e.g. Wadensjö 1992, 1998; Roy 2000; Valero Garcés 2002; Meyer 2004; Baker et al 2006; Baraldi & Gavioli 2007). It has been firmly established that interpreters, irrespective of their educational background as interpreters (or lack thereof) involve in a number of activities apart from translating others' talk (e.g. asking for clarification, asking to stop and let the interpreter translate, asking to repeat, explaining, clarifying). Conversely, it can be seen that the communicative behaviour of all participants in an interpreted encounter has an impact on how it is shaped and understood.

Baker, M. et al. 2006. *Translation and Context. Journal of Pragmatics* 38(3) (special issue).

Baraldi, C. and Gavioli, L. 2007. Dialogue Interpreting as Intercultural Mediation: an analysis in healthcare multicultural settings. In M. Grein and E Weigand (eds) *Dialogue and Culture*. Amsterdam: Benjamins. 155-176.

Meyer, B. 2004. *Dolmetschen in medizinischen Aufklärungsgespräch*. Münster: Waxmann Verlag.

Roy, C. B. 2000. *Interpreting as a Discourse Process*. New York, Oxford: Oxford University Press.

Valero Garcés, C. 2002. Interaction and Conversational Constrictions in the Relationships Between Suppliers of Services and Immigrant Users. *Pragmatics* 12(4): 469-96.

Wadensjö, C. 1992. *Interpreting as Interaction: On Dialogue Interpreting in Immigration Hearings and Medical Encounters*. Linköping Studies in Arts and Science, 83. Linköping: Department of Communication Studies.

Wadensjö, C. 1998 *Interpreting as Interaction*. London/New York: Longman.

Wagner, J. 1996. Diversity and Continuity in Conversation Analysis. *Journal of Pragmatics* 26(2): 215-35.

### **Cornelia Gerhardt, Maximiliane Frobenius, & Volker Eisenlauer**

#### ***Participation framework revisited: (new) media and their audiences/users***

A dyadic model of communication with a speaker and a hearer has long been replaced by the concept of a participation framework with different roles such as “principal” or “bystander”, which individuals may display in relation to a given utterance (Goffman 1981, Levinson 1988). These concepts have lately been applied to the study of mass-media and CMC (computer-mediated communication.)

This panel will address the pragmatics of production and reception roles at their interface with media. Its purpose is to highlight the systematisation problems one encounters when applying these concepts to the multimodal, technologically constrained world of mediated communication. Concurrently, it aims at illustrating the usefulness of these notions for the description of media genres, channels or modes. Methodologically, all papers will base their analyses on natural data, be they publicly available or transcribed corpora of video/audio-recordings of mundane interactions in different media contexts.

Research questions that will be addressed include: How does a given technological environment constrain or fuel certain roles? Can these multimodal environments be conceived as “authors” in this framework? How can we account for the production/reception roles in all kinds of internet-based forms of communication, such as weblogs, social networks sites, discussion fora, etc.? In what ways can we speak of electronic agents fostering and/or generating certain text actions, while suppressing others? How do automatization processes affect the users’ commitment of what is being said? In other words, can CMC users perform speech acts without being responsible for “what was being said”? How are split audiences aligned to? How do audiences/users exploit the different potentials of bi- and unidirectionality? Also, which linguistic means are used for these different purposes? Finally, in how far is this dichotomy production/reception challenged in media contexts (cf. how the work on listener behaviour challenges this binary classification in face-to-face interaction)?

Hence, on the one hand, we will enquire which roles are assumed on the side of media production and how (other) users/audiences are positioned in those multimodal texts. On the other hand, we will analyse how users/audiences align themselves towards these texts (e.g. in their own concurrent talk-in-interaction or when turning into producers themselves in the next turn.)

The topics will range from analyses of the reception of classic mass media (such as the footings manifested by television audiences in their interactions during the reception process) to studies pertaining to the latest developments in CMC, e.g. vlogs. The languages under study currently include English, German, and French. Goffman, Erving. 1981. Footing. In: *Forms of talk*. Oxford: Blackwell, 124-159.

Levinson, Stephen C. 1988. Putting linguistics on a proper footing: Explorations in Goffman's participation framework. In: P. Drew & A. Wootton (eds.), *Goffman: Exploring the interaction order*, 161-227.

### **Luz Gil-Salom, Carmen Soler-Monreal**

#### ***Interpersonality in written specialised genres***

The writer’s strategy to combine the exposition of factual information with personal judgement and interaction with the intended reader has been analysed by a number of authors (e.g. Hunston, 1994; Hyland, 1998, 2004; Latour & Woolgar, 1979; Skelton, 1997). In their view, the writer, besides transmitting information, has to consider the reader and her/his possible reaction to the text. Rather than being factual and impersonal, effective academic writing actually depends on interactional elements which supplement propositional information in the text and alerts readers to the writer’s opinion (Hyland, 1994: 240). Interpersonality concerns the ways that writers use language to negotiate social relationships by telling their readers what they see as important, how they believe they should select and present material for them, and how they feel about what they write about (Hyland 2010: 116).

Writers express conviction in order to stress shared information but they also reduce the degree of certainty they attribute to their individual claims, assess possibilities and modulate their commitment to the truth of propositions. They allow room for alternative interpretations and soften claims in order to obtain acceptance for them and gain the readers’ cooperation. Readers are invited to become actively involved in the discourse and participate in negotiating the status of the information presented. Recent research has studied the relationship between the writer and the reader, textual practices and differences among disciplines and genres (Hyland, 1996, 1998, 2005; Koutsantoni, 2006; Mauranen, 1997; Meyer, 1997; Dahl, 2008; Lorés-Sanz, Mur-Dueñas and Lafuente-Millán, 2010 ).

It is the purpose of this panel to bring together contributions which address the writer’s interaction with the intended reader through specialised texts across different languages. Several papers develop this perspective in different domain-specific genres. The leading questions of the panel are:

- Are interpersonal relations between writers and readers developed differently in different domain-specific and generic contexts?

- If there is some variation, how are interpersonal resources realised across specialised genres, languages and disciplines?

To answer these questions, we have included presentations which cover two review genres in two different settings and across different languages: literature reviews in PhD theses and consumer-generated reviews. Our panel also investigates other specialised texts: journalistic genres, expert witness reports, and electronic online genres.

For the part focusing on cross-linguistic approaches, we have collected contributions that focus on English and Spanish. For the part focusing on English texts, a paper investigates electronic online genres, which are typically the result of a transference of traditional specialised texts to a new dynamic format. For the part dedicated to Spanish discourse, another paper analyses interactional metadiscourse, namely stance and authorial presence in a professional genre, the expert witness.

### **Eva-Maria Graf, Marlene Sator, & Thomas Spranz-Fogasy**

#### ***Interaction types across helping professions – Differences, similarities and interferences of communicative tasks***

This panel offers up-to-date research on communicative practices within and across traditional and less traditional helping professions: Whereas medical and psychotherapeutic communication are by now well-established objects of research in discourse analysis and applied linguistics, so-called developmental formats like executive coaching or life coaching have only lately attracted linguistic attention. Yet, research on both traditional and less traditional formats revolves around similar questions such as their endemic communicative core of practices. Furthermore, a closer look at professional practice offers a highly differentiated picture of these helping professional formats with numerous sub-types, transitions and hybrid formats.

Although a systematic comparison of prototypical formats *as a whole* is not purposeful given their interactional diversity, it does seem beneficial to give an overview of interaction types across helping professions with regard to differences and similarities of *specific communicative tasks*.

In particular, there is a need for process-oriented analysis and clarification with respect to

- \* the *differing communicative tasks* identified in the *sub-types* of these formats: within doctor-patient communication for example, the sub-type ‘anamnesic interview’ differs substantially from ‘diagnostic clarification’ or ‘palliative interview’. Within the format of coaching, the sub-type of process-oriented executive coaching differs decisively from solution-oriented executive coaching.
- \* the *similar communicative tasks* identified *across helping professional formats* and the resulting *hybrid formats*: doctor-patient communication may contain coaching-sequences when patients’ life-style is discussed, a service that has recently been established as a proper format under the name of “medical coaching”, while at the same time there is “health coaching” as a new buzz word on the coaching market; in executive coaching, managers’ professional and entrepreneurial concerns are dealt with holistically via psychotherapeutic interventions, while more and more psychotherapists offer (executive) coaching services.
- \* *interferences resulting from differences and similarities of communicative tasks across the various formats and their sub-types*. Interactants’ differing expectations with regard to the specific interaction type and the communicative practices as well as the resulting asymmetry on the cognitive, emotional and interactive level often lead to misunderstanding and subtle friction: for example, patients in pre-operative anesthetic interviews expect mainly information on risks and possible negative consequences, while doctors look out for information on premedication and try to achieve a legally binding informed consent.

### **Helmut Gruber, Gisela Redeker**

#### ***Pragmatic aspects of discourse coherence***

Investigations of discourse coherence have played an important role in discourse research for at least the last three decades. Within this research tradition, the investigation of coherence relations has led to the proposal of various coherence models which view coherence as the result of an interplay between textual clues, (analysts’ assumptions of) writers’/ speakers’ intentions, cognitive, situational, rhetorical and/or generic constraints and so forth. The emergence of new genres in the new media and the possibility of combining different semiotic modes in hypertexts have resulted in new approaches which have also taken into account coherence relations between different modes of discourse such as coherence between visual and verbal elements of texts or coherence between sound, film sequences, and verbal and textual elements.

Despite the long tradition of coherence research, there is still disagreement concerning basic questions such the relationship between generic structures and coherence structures (to which extent do they depend on each other or are they independent of each other?), the relation between signals of surface cohesion (e.g. lexical cohesion) and coherence structures, the signalling of coherence structures on different discourse levels (global vs. local coherence), and so forth.

The panel brings together researchers from different approaches to relational coherence addressing the following topics:

- signalling of coherence relations,
- acquisition of coherence relations,
- local and global coherence,
- coherence and genre,
- coherence and multimodality.

### **Maj-Britt Mosegaard Hansen, Jacqueline Visconti**

#### ***The Pragmatics of Negation***

Negation is a linguistic universal, which has frequently been argued to be inherently pragmatically marked. The marked nature of negation is assumed to affect both its formal expression and its uses in discourse.

This panel will look at the pragmatics of negation across a number of languages and from a variety of mutually complementary angles, keeping the question of interfaces between pragmatics and other levels of linguistic description at the center of the discussion.

Issues to be considered include how the form and diachronic evolution of negative markers are constrained by pragmatic factors, how the pragmatic interpretation of negation is constrained by the interaction of negative markers with one another and with other semantic operators and connectives, and how the peculiar pragmatic properties of negative utterances can be used for rhetorical and interactional purposes.

Theoretical and methodological approaches include typology, grammaticalization, generative syntax, formal semantics, polyphony, information structure theory, and discourse/conversation analysis.

### **Kaori Hata, Akira Satoh**

#### ***Language use in Japanese women's narratives on marriage, childbirth and childcare***

This panel aims to describe how Japanese women struggle to acquire self-affirmation under the pressure to conform to the expectations of society, and how they negotiate language use within these expectations. With the fertility rate dropping as low as 1.3, the causes for the declining birth rate have been hotly debated in Japanese society. In order to formulate a social environment in which it would be easier for women to raise their children, we attempt to analyse this problem through examining women's narratives as representation of their voices in which they internally and externally attempt to organise their own experiences as mothers and wives, or as future mothers and wives and so on. The six collaborators of this panel share a common interest in Japanese women's narratives on life experiences, and will be approaching the topic from different disciplinary perspectives.

As Ochs states, the construal of personal experience into narrative entails complex processes of remembering, situating, representing, evaluating, and interrelating live events (2007: 42). Analysing this construal in narratives is to reveal the internal and external norms that these women have been influenced by during the processes of childbirth, childcare and other life events. Under this conceptual basis, the collaborators of this panel have been engaged in different projects on Japanese women's narratives, collecting and analysing Japanese women's voices in several regional areas of Japan across different generations (Hata 2008, 2009, Okamoto 2008).

We plan to organise the panel in the following way. For a starter, the first contribution will explore young Japanese women's view of an ideal marriage. The analysis of 'ideal marriage life' told in narrative reveals identity dilemmas reflecting the socio-cultural norms/expectations held among young Japanese women. Following in a three-step procedure of positioning (Bamberg 1997, 2004; Bamberg and Georgakopoulou 2008), we examine how the speakers position a sense of self/identity vis-à-vis dominant discourses in society. The second paper investigates the generational differences of narrative styles among Japanese women in their 50s to 70s through analysis of interviews via websites. The succeeding two papers will focus on various dilemmas in interview narratives of Japanese women who had experienced childbirth and childcare in the past. The former paper investigates the dilemmas of mothering in a farming community in Japan, while the latter one analyses the identity dilemmas in the narratives of Japanese women living in the UK. In these two papers, the various linguistic expressions such as supportive giving-receiving verbs (*-ageru/-kureru/-morau*), reported speech and speech style shift are examined. The last two contributions are to raise discussion on methodology employed by these analyses of this panel. One is to focus on the methods of narrative studies in general through the case study about ideal marriage proposal for Japanese young women; the other is to discuss interview methods for narrative studies through paying attention to the performativity of stance-taking in the interview narratives. These contributions will be followed by a critical discussion on these data analyses from linguistic anthropological, sociolinguistic and sociological points of view.

### **Petra Heyse, Ekaterina Protassova**

#### ***Language and identity in transnational marriages***

*The panel focuses on communication and verbal practices in transnational marriages and long-term love relations.* Augmented international mobility and globalization increases the number of cross-border partnerships.

During the last two decades, marriage to or a stable relationship with a European partner has become one of the main legal migration channels to the European Union. The increasing significance of family related migration and mixed marriages makes it a growing research topic in anthropology and migration studies. Also linguistics possesses an academic interest in transnational love relations. The partners generally belong to a different linguistic background, turning linguistic topics to play a major role in day-to-day couple life and especially in relation to the education of the children. Furthermore, the significant role of the internet and online social network sites in the conclusion of transnational relationships makes them an upcoming study object in information and communication studies.

By including contributions from each field of study (linguistics; anthropology and migration studies; communication studies), the panel has an explicit interdisciplinary focus. Throughout the contributions from these disciplines, language needs to take a central place, either as a topic of the presentation (e.g. plurilingualism; linguistic loyalties in between transnational couples: maintenance and transmission of the language of origin vs. change), as a methodological tool (e.g. narrative analysis of identity construction processes of transnational couples), or as a theoretical perspective (e.g. narrative identities; self-representations; hybridity). The panel is situated at the interface of language, society and culture by linking a specific type of migration with linguistic issues.

The aim of the panel is to complement the mainly economic and policy oriented studies on transnational mixed marriages with an interdisciplinary panel perspective, and to nuance the general negative and stereotypical appreciation of mixed marriages in public discourses through providing insights on the complexities and dynamics of mixed marriage life from the perspective of the persons involved. The panel aims to contribute to the three fields of study on an empirical, methodological and theoretical level.

### **Elizabeth Holt, Rebecca Clift**

#### ***Laughter in Interaction***

The study of laughter stands at the interface of a diverse range of approaches: psychology, sociology and communication studies have contributed much to our understanding of this phenomenon. More specifically, approaches such as conversation analysis, politeness theory and discourse analysis have provided findings relating to where laughter occurs and how it is used. The contributions to this panel draw on research from a range of traditions in using conversation analytic methods to explore laughter in interaction.

Following the pioneering conversation-analytic research of Gail Jefferson (for example 1979), there is growing recognition of the importance of laughter in social interaction and its connection to some of the most important issues in the study of talk. These include the question of how social actions are designed and recognised and the relationship between talk, identity, and context.

This panel is intended to extend the burgeoning analytic interest in laughter as shown by, *inter alia*, the panel at the 10th IPrA conference (Goteborg, 2007), The International Conference on Humour and Laughter in Interaction (Huddersfield, June, 2009 and Boston, 2011), and at least nine presentations on the topic at the International Conference on Conversation Analysis in Mannheim in July 2010.

The presentations in this panel address some of the central questions in the study of laughter. These include: the recurrent positions of laughter in turns and in sequences; its relationship to other phenomena such as repair, complaints and rapport; and its relationship to identity (including institutional identities). A specific theme that connects the presentations concerns the relationship between laughter and problematic interactional environments such as complaints and repair.

Jefferson, G. (1979). A technique for inviting laughter and its subsequent acceptance/declination. In G. Psathas (Ed.), *Everyday language studies in ethnomethodology*, (pp. 79-96). New York, USA: Irvington.

### **Elly Ifantidou, Tomoko Matsui**

#### ***Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations***

Understanding the speaker's intentions behind an utterance involves complex sets of abilities that take years to develop fully. Like any other aspect of human development, both biological and cultural foundations are essential for adult-like pragmatic abilities to develop. In this panel, on the basis of several classic studies (see Ninio & Snow 1999), we specify further the nature of both biological and cultural foundations for the development of pragmatic abilities and examine how the two foundations interact to form one's pragmatic sensitivities in both monolingual and multilingual environments. In this respect, how pragmatic competence can develop in natural L1, multilingual L3, and instructional L2 contexts, will be discussed from cognitive and cultural perspectives, drawing on factors such as degree of sophistication of pragmatic phenomena, multilingual exposure to pragmatic input, explicit instruction and types of tasks involved, to mention a few.

We will first look at pragmatic development in the L1 environment. The first paper examines young children's understanding of speaker's attitude of certainty in terms of cultural differences (Japanese vs. German) as well as developmental disorder (Autism). The second study investigates the processes whereby a 2- to 3-year-old differentiates between direct and indirect knowledge sources by examining the use of the Japanese hearsay particle in early mother-child conversation. The third study explores how children learn about conventions in

verbal communication by focusing on children's reaction to an adult's unexpectedly obscure use of referring expressions. The fourth study investigates if and how the communicative style determined by culture influences children's understanding of verbal irony by comparing Canadian and Czech children. The fifth paper examines existing "metarepresentational" accounts for children's comprehension of irony and suggests that a new approach based on the notion of "epistemic vigilance" may offer a more satisfactory account. The sixth paper looks at sound effect pretense among toddlers and accounts for the early pragmatic ability on the basis of their developing understanding of intentionality. Finally, the seventh paper explores the way normally developing children produce and understand implicatures, metaphor and figurative uses while attempting to describe developmental properties observed in different age groups.

We will also examine pragmatic development in L3 and L2 environments. The first paper presents results from a longitudinal study of requests produced by a trilingual child (Catalan L1, Spanish L2, English L3; ages 2;6-3;6), reveals a developmental pattern, and raises the importance of explicit instruction and exposure to pragmatic input. The second paper uses longitudinal data to discuss cognitive and cultural factors enabling a trilingual girl (English, Basque, Spanish; ages 1;11-3;5) to use questions in order to perform pragmatic functions in English in advance of Basque and Spanish monolingual and bilingual peers. The third study analyzes (on a Systemic Functional model) pre-school and primary school learners' functional development in the L2 with reference to speech acts, discourse patterns and tasks that trigger those functions in different immersion contexts. The fourth paper re-assesses the development of ELF (English as a Lingua Franca) speakers' pragmatic behavior with regard to strategies of accommodation, co-construction of utterances and the re-interpretation of discourse markers and linking constructions. The fifth study raises the importance of meta-representational abilities in overcoming pragmatic failures of L2 students that could be trained to become *cautious* and *optimistic hearers* (Sperber 1995) and retrieve the intended interpretation. Finally, the sixth paper uses longitudinal and cross-sectional evidence of learners' exam scripts to show how pragmatic competence develops in academic L2 instructional contexts using meta-pragmatic awareness as an index of both pragmatic competence and linguistic proficiency.

**Cornelia Ilie,**

***Gendering discourses at the private-public sphere interface***

The aim of the panel is to explore, by means of interdisciplinary approaches, the emerging discursive practices of women and men at the interface between private conversations and institutional dialogues in the field of journalistic, advertising and political interaction. Taking into account specific historical conditions and socio-cultural traditions, the panelists' contributions combine analytical approaches devolving from discourse analysis, critical discourse analysis, sociolinguistics, rhetoric and gender studies, to name but a few. These contributions are meant to stimulate a wider discussion about the empirical examination of gender role instantiations in various discourses, on the one hand, and about the theoretical issue regarding the selection of relevant analytical tools for mapping and investigating patterns of interactional gender dynamics through the co-construction of gender identity instantiated in interactional dynamics, discursive roles and interpersonal relations.

For many women, important communication occurs both in the private and in the public realm, where interactional strategies are sometimes directed at persuading and changing others and sometimes at achieving understanding and consensus. Initially research on gender-related communication patterns was carried out on private conversations (Lakoff 1975, Tannen 1990, 1992, Hirschman 1994), but more recently attention has gradually started to focus on women's linguistic behaviour in the workplace (Tannen 1995, Eckert and McConnell-Ginet 1992, Holmes 2006), in the classroom and academic institutions (Lakoff 1990, Walkerdine 1990, 1998, Wodak 1997, Cameron 2006), in political and legal settings (Felderer 1997, Kotthoff 1997, McElhinny 1997, Lakoff 2000, Glenn 2004, Walsh 2006, Wodak 2008). The analytical emphasis has generally ranged from the overall structure of women's and men's narratives/dialogues down to the level of specific phrase and word usage. While both empirical and theoretical studies have proven invaluable in enhancing our awareness and knowledge of commonalities and differences in communication styles across genders, no particular efforts have been made to correlate the parallel analyses of institutional and of non-institutional patterns of language use as they occur in women's and men's private and public interactions.

The interactive strategies used in interpersonal and institutional positioning to reinforce or challenge the power balance between women and men can adequately be examined only by correlating the micro- and macro-levels of analysis in relation to socio-political cultures, conversational norms, institutional procedures, gender roles and rhetorical speaking styles. The panel contributors' theoretical approaches will offer complementary perspectives on the verbal, paraverbal, and nonverbal levels of same-gender and cross-gender communication. The individual analyses take into account culture-specific, language-specific and genre-specific factors, such as establishing and negotiating discursive roles and interactional relations, asserting and/or downplaying collocutor authority, asserting and/or refuting gendered positionings.

Research questions:

- (i) How do private discourses about personal lives of women and men intersect with public discourses in the sphere of politics, journalism, advertising, for example?

- (ii) How are professional women and men represented and talked about in various institutional, non-institutional and semi-institutional (talk shows, etc.) discourses?
- (iii) Is there a paradigm change in the gendered private/public interface of conventional and hybrid forms of interaction?

### **Andreas H. Jucker, Irma Taavitsainen**

#### ***Diachronic Corpus Pragmatics***

Since its inception in the 1990s, the field of historical pragmatics has made very significant advances in research methods and data treatment and – as a result – has added very significantly to our knowledge of language use in the past and of the dimensions of change in usage patterns. It is particularly the increased availability of electronic historical corpora and the increasing sophistication of the corpus-linguistic research methods that have had a significant impact on the field of historical pragmatics, opening up a whole range of new research opportunities. In the last decade or so, search techniques and our understanding of how to apply them have improved to such an extent that today they allow us to tackle research questions that could not have been asked until very recently. In this panel we want to take stock of what we have learnt and at the same time to push our knowledge further by probing new research questions and new methodologies.

The contributions of this panel cover a broad range of issues within the field of diachronic corpus pragmatics. The first session will start with a general introduction to the entire panel. The first paper (Merja Kytö and Claudia Claridge) will present an investigation of the degree modifiers *a bit* and *pretty* in the Old Bailey Corpus. The second paper (Beatrix Busse) focuses on stance adverbials such as *by my faith*, *forsooth*, *in regard of* or *to say precisely/true/the truth/the sooth* and traces their occurrence in a range of relevant historical corpora. The final paper of the first session (Susan Fitzmaurice) investigates the keyness of a range of expressions, such as *colonial*, *Tory*, *English* and *terrorist* in historical corpora in order to uncover the role of ideology in the change of meaning of these expressions.

The second session begins with a contribution on negation-initiated clauses and their diachronic development in a corpus of historical Swedish drama dialogue (Jan Lindström). The second paper (Horst Simon) provides a corpus-based study of German answering particles from their earliest attestations until the Early Modern period. This is followed by a contribution on the so-called “nominative-and-infinitive” construction in Dutch (Timothy Coleman and Dirk Noël). This construction is no longer productive in Present-day Dutch, but a study of their use in three diachronic corpora reveals their evidential and deontic functions in historical texts.

The third session, finally, opens with a more methodological contribution (Dawn Archer) focusing on an annotation tool developed at Lancaster University. It tags pragmatic categories, such as speech act values and issues of politeness and impoliteness. This is followed by a contribution based on a corpus of Old Spanish texts (1150-1450) (Angela Schrott). It focuses on methodological issues of the historical-comparative analysis with illocutionary patterns in counseling dialogues. The last contribution (Jonathan Culpeper) traces the very recent history of conventional indirect requests and their origin in the nineteenth century. This final session will conclude with a general discussion covering relevant issues of all contributions of this panel.

### **Istvan Kecskes,**

#### ***Focus on the speaker***

The central problem for current pragmatic theories is that sentence meaning vastly underdetermines speaker's meaning. Consequently, the goal is to explain how the gap between sentence meaning and speaker's meaning is bridged. However, this explanation is usually given from the perspective of the hearer. All this is a consequence of the Gricean theory whose goal is utterance interpretation.

Most attempts to revise or correct the problems of the modular view and recognize pragmatic features of the speaker's meaning (e.g. Sperber and Wilson, 1986; Carston 2002; Moeschler 2004: *explicature/implicature*; Burton-Roberts 2006: *what-is-A-said/what-is-B-said*; Bach 2001: *what is said/ implicature/ implicature*) have not gone far enough because the authors still were interested primarily in utterance interpretation, without paying due attention to private knowledge, prior experience, speaker salience and the emergent, rather than the a priori only intentions of the speaker. The proposition the speaker produces will hardly be the same as that which will be recovered by the hearer because interlocutors are individuals with different cognitive predispositions, prior experiences, and different histories of use of the same words and expressions. Kecskes (2008:404) argued that in order to give an adequate explanation of the communicative processes, we need a model of pragmatics that combines the perspective of both the speaker and hearer.

The panel aims to bring together research whose focus is on the speaker: why exactly the speaker says what s/he says the way s/he says. Contributions will address issues such as speaker salience, emergent intention, speaker's egocentrism, relativists' focus on the addressee and criticism of it, creating common ground, etc.

### **Leelo Keevallik,**

#### ***Emerging units in embodied interaction***

One of the most crucial findings in studies on talk-in-interaction is the occurrence of *transition relevance places* that enable speaker change (Sacks et al. 1974:703). The main precondition of the existence of these places is the participants' ability to recognize grammatical structures and thereby project possible points of unit completion during ongoing talk. As the main interest of conversation analysts has been in the sequencing of actions, their focus has been on transition relevance places. Embodied behaviors, such as gaze and gestures have also been mostly studied in relation to speaker transitions (Goodwin 1980, Hayashi 2005, Mondada 2006). In contrast, the units have very briefly been categorized as "sentential, clausal, phrasal, and lexical constructions" (for English; Sacks et al. 1974). At the same time, units in spoken language have received attention by linguists who understand grammar as an emergent phenomenon (Hopper 1998, Helasvuo 2001). Units in turn construction are an epiphenomenon of turn-holding, yielding, starting and ending (Selting 2000), but participants nevertheless orient to grammatical structures, such as clauses (Thompson and Couper-Kuhlen 2005). This panel brings together the traditional linguistic concern for recurrent syntagmatic units and the systematics of interactional turn-taking, departing from the embodied behavior of participants.

The panel contributes to the understanding of turn organization with the focus on the composure of the units rather than their possible completion points. But more so, we expect to lay the ground for a truly interactional understanding of grammar as real-time behavior. The papers treat a variety of languages: Japanese, Korean, Finnish, Swedish, and Estonian. We have a special interest in grammatical patterns and prosody that project multi-unit turns, and the moment-by-moment coordination of talk and the body, which sometimes results in compound units consisting of embodiments as well as grammar. Several papers address unit-permeability that enables turn transition before syntactic completion, possibly calling for a typologically sensitive account of units that participants orient to.

### **HyeRi Stephanie Kim, Satomi Kuroshima**

#### ***Cross-linguistic Perspectives on Turn-beginnings in Interaction***

Substantial interactional work is accomplished in the beginnings of a turn. As Schegloff (1987, 1996) points out, turn-beginnings are a crucial place in which parties to interaction will begin to reveal and understand the type and shape of a turn. It is also a place in which speakers can manipulate various constraints set upon them by the prior turn, or project to recipient what the turn will turn out to be. Resources in beginnings of a turn have recently received varying interests among conversation analysis scholars both in response turns (e.g., Heritage, 1998, 2002; Schegloff & Lerner, 2009) and other sequential places (e.g., Bolden, 2006, 2009, 2010; Hayashi, 2009; Heritage & Sorjonen, 1994). However, despite the burst of interest in turn-beginnings in English, not much research has been done for languages other than English.

This panel brings together studies of a turn-beginning as an interactional resource across different languages: English, Japanese, Korean and Mandarin. The papers represent a combination of conversation analytic and multimodal analytic methods all relying on naturally occurring interaction. The panel collectively demonstrates that significant interactional work is done through the design of the beginning of a turn across typologically different languages, showing how they have their distinctive ways of managing the turn beginning as an important resource for responding to a prior action and initiating an action.

Each paper explores some facet of how a turn initial position, with a lexical item (i.e. discourse marker) and/or embodiment, serves as an effective resource for some interactional work and projects a social action. The seven contributions are divided into two parts. The first part showcases papers that discuss a turn-beginning of a responsive action (a response to a question or an assessment, for example). The second part of the panel consists of papers that describe a turn-beginning of a sequentially initial action. Some of the interactional works under discussion include: indexing departing from and resisting to the terms of a prior turn and inviting mutual orientation from a recipient.

Although much interactional work is known to be achieved towards the end of a unit (mainly by sentence-final particles) in some languages under examination, the studies in this panel confirm that turn-beginnings in these languages also serve as an effective place for the management of an interaction. Thus, the panel contributes to an understanding of the ways in which typologically different languages have developed a solution for responding to and initiating a social action, as early as possible in the turn. More generally, a few of the papers illustrate that discourse markers can more effectively be examined by taking into account action sequences and larger stretches of talk in which they are positioned.

The panel is organized as standard-length individual paper presentations. The papers will be followed by a response from an invited discussant (John Heritage) and an open discussion.

### **Tom Koole, Alexa Hepburn**

#### ***Emotion displays as social action***

In various genres of institutional interaction, institutional agents are confronted with emotional clients. Examples are medical interviews, therapy sessions, and emergency calls. In these interactions, emotions emerge as social actions rather than as direct displays of emotional states of mind. Goffman (1981) noticed that the loudness of pain cries depends on the distance between crier and addressee and argued that therefore these cries should be

seen as social actions. After scattered attention for the social nature of emotion displays since then (e.g. Heath 1988), recent research has put emotion-in-interaction more strongly in focus (Hepburn 2004; Peräkylä & Sorjonen forthc.). In this panel we will gather researchers who use Conversation Analysis to investigate interaction in institutional settings where emotion displays play a role. The panel will build on these recent studies and deal with three basic questions:

1. How are emotion displays oriented to the ongoing social activity?
2. What are the observable features of doing emotion? We will look at turn design (emotion displays in how the turn is delivered: syntactical and lexical choices, prosody and other phonetic features), and at sequential organization (e.g. the role of emotion displays within different types of action sequence).
3. How do institutional agents (doctors, therapists, call-takers etc.) deal interactionally with emotion displays?

Goffman, E. (1981). *Forms of Talk*. Philadelphia: University of Philadelphia Press

Heath, C. (1989). Pain talk: The expression of suffering in the medical consultation. *Social Psychology Quarterly*. Vol. 52, No. 2, 113-125.

Hepburn, A. (2004). Crying: Notes on description, transcription and interaction. *Research on Language and Social Interaction*. Vol. 37, Issue 3, 251-290.

Peräkylä, A. & Sorjonen, M. (Eds.) (forthc.), *Affect and Emotion in Conversation*, Oxford: Oxford University Press

### **Shigeko Kumagai,**

#### ***Fighting against the Norm: Gender Expectation and Power Negotiation***

Japanese society is well-known for its strong patriarchal and heteronormative characteristics, which have influenced the construction of the Japanese language. Standard Japanese, which differentiates women's language and men's language, was established for modernization in the Meiji era, and has been employed everywhere as a norm. The linguistic norm, i.e. standard Japanese with women's language, is and has been socially, historically and politically constructed and reinforced in combination with other norms. This panel focuses on the Japanese language in terms of gender.

Cultural norms, explicit or implicit, monitor how members within a group or a society behave in a given context. They represent the accepted or approved way of doing things, such as dress, speech, and posture. This panel examines how cultural norms typically associated with power, i.e. patriarchy and heteronormativity, are negotiated or reinforced or manipulated by different groups of people and/or institutions.

In this panel, we study things such as beauty manuals full of *onee-kotoba* (queen's speech) aimed at heterosexual women; media portraying rural Tohoku dialects as the unfeminine speech of lower classes and/or the uneducated; college students who use "teasing" as their discourse strategy to display their gender expectations; and the "women's language" which was used by the government to represent pride, tradition, and order during and after WWII. This panel represents a diverse methodology of language and gender research, both historical and political, to critically analyze various data including TV programs, films, casual conversations, self-help manuals, and a collection of metapragmatic comments.

In keeping with the theme of "Pragmatics and its Interfaces", this panel intends to facilitate discussion about how we can fight the norms based on patriarchal and heteronormative characteristics and contribute to a change for a better society.

### **Svetlana Kurtes, Teodora Popescu**

#### ***Breaking the news on European televisions: Cross-cultural perspectives (an ENIEDA initiative)***

This panel is organised by members of ENIEDA (European Network for Intercultural Education Activities) <http://www.uab.ro/enieda> One of its central goals is to promote research in the field of intercultural education and linguistic studies across European countries and beyond. In this panel we propose to present and discuss the major issues of a new cross-cultural project that we have recently initiated. Its goal is to provide an account of one of the most widespread media genres, i.e. the TV news programme in several European countries. The ways in which such a programme is designed, planned and structured is of utmost importance for the way it is received, perceived and evaluated by the public at large. In spite of the ongoing process of "harmonisation" of national institutions and activities promoted across national borders in Europe, the specific organisation, layout, scope and focus of national TV news programmes display a number of ideologically based and culture-specific features. Our particular interest in mapping the characteristics of individual news programmes was prompted by an increasing need to better understand the commonalities and differences between culture-based media activities that play an important role in representing, and at the same time in shaping, the identities of millions of Europeans on the continent.

The analytical frameworks used for investigating the format, structure and functions of TV news programmes in several European countries draw on theoretical approaches pertaining to pragma-semantics, pragma-rhetoric, discourse analysis and sociolinguistics. The starting point is a frame-based approach to institutional discourse

(Ilie 2003, 2006), which focuses on the correlation between *spatial-temporal frames* (in terms of spatial and temporal dimensions of the discourse activity, i.e. the physical environment of institutions, participant positioning in space and time), *participant frames* (in terms of MPs' shifting roles and identities, as well as speaker-addressee and speaker-audience relationships) and *interaction frames* (in terms of institutional and interpersonal structuring of participant relationships in goal-oriented interaction activities). Particular emphasis will be laid on the multimodal analysis of the visual layout, the interactive speaker-audience interface, the gendered role distribution, the titling and sequencing of different types of news (politics, economy, culture, sports, weather).

The TV news programme is a prototypically media- and participant-shaped, as well as an audience-evaluated event. Like other media genres, it may sometimes be defined in terms of structures, and sometimes in terms of the activities involved, as has been pointed out by Van Dijk (2008). This is why the analytical approaches used in the study of TV news programmes in individual countries starts with an integration of both definitions and will use a basic model underlying contemporary media theory – the triangular relationship between the discourse, its producers and its interpreters (Levy and Gurevitch 1994), as well as the ongoing process involved.

The basic research questions to be addressed in each of the panel contributions are the following:

- Which are the typical or defining features of news programmes across cultural and national borders in the European countries under consideration in terms of setting, visual cues, content, structure, interaction? Which general and specific purposes do they serve?
- Which broadcasting conventions are common to news programmes in most of the European countries concerned?
- What ideological assumptions and values seem to be embedded in the layout, structure and content of different news programmes?
- To what extent do certain news programmes depart from or stretch the conventions of the genre? How do particular types of news programmes depart from the conventions of the genre?
- In what ways do particular news programmes respond to audience expectations and in what ways do they contribute to constructing audience expectations?

### **Dennis Kurzon,**

#### ***The Pragmatics of Silence***

Silence as a field in pragmatics, and in linguistics in general, has become over the years widely researched. From almost isolated articles, which appeared in the late 1960s and in the 1970s (e.g. Basso 1970, Bruneau 1973, Vernon 1973, Johannesen 1974), there has since been an explosion in the number of studies that have been published. We have a number of collections (Tannen and Saville-Troike 1985; Jaworski 1997, 2005), books (Jaworski 1993, Kurzon 1997), and not an insignificant number of articles in linguistics, pragmatics and semiotics journals. Research into silence has covered an extensive range of areas, frequently, but not exclusively, from an interdisciplinary perspective: from silence in conversation, silence as a means of asserting power, the right of silence in criminal investigations, ethnographic studies of silence, silence in the cinema, in painting and in music, to silence in written, including literary, texts.

The papers in the panel, too, cover a broad range of research on silence, each relating to an interface between pragmatics and another discipline. From an analysis of silence within linguistics (Michal Ephratt), we move to silence in sociolinguistics, or if preferable, societal pragmatics (Dennis Kurzon), and then to silence in three types of written texts: firstly, in two literary genres – short stories (Leila Sadeghi) and graphic novels (Silvia Adler), then in mythological texts written in an ancient language (Cynthia Miller), and finally in religio-literary texts (Regina de Vela-Santos).

The collection of papers on the panel, therefore, reflects the interest that scholars have shown with regard to silence as a pragmatic phenomenon covering silence as both a phenomenon in dialogue and in written texts.

### **Nuria Lorenzo-Dus, Pilar Garces-Conejos Blitvich**

#### ***The discourse of reality television: multidisciplinary and cross-cultural approaches***

Reality television has been under considerable scrutiny within the broad academic fields of sociology and cultural and media studies (e.g. Bonner 2003, Hill 2005, 2007). This is in part due to the paradox surrounding reality television, whereby critics bemoan its rise at the same time that they acknowledge its extraordinary appeal and influence. Considerably less work has been conducted on the discourse of reality television. Exceptions here include empirical studies on authenticity and sociability (Thornborrow and Morris 2004, Tolson 2006), on persuasion in make over television (Giles 2002, Lorenzo-Dus 2006), on ideology in travel shows (Jaworski et al 2003a/b, Gieve and Norton 2007) and on impoliteness and conflict talk in exploitative shows, ranging from quizzes (Culpeper 2005) and courtroom shows (Lorenzo-Dus 2008) to hybrid documentaries (Bousfield 2007, Pardo 2008) and various contest shows (Blas Arroyo 2009, Lorenzo-Dus 2009). These disparate studies have advanced our knowledge of the extremely hybrid and fluid genres in which reality television is instantiated. However, there has been to date no systematic attempt at bringing together key debates, challenges and

opportunities in the investigation of the discourse – or indeed the discourse practices – of reality television. The rationale behind proposing this panel now and in the context of IPrA 2011 is precisely to fill this important gap. A focus on the discourse of reality television is not to be confused with limiting the discourse-based approaches to be embraced. Indeed, and as the sub-title of the panel proposal indicates – there is a dual, mutually-encompassing focus to the proposed panel: multi-disciplinary and cross-cultural. The former pays testament to the multitude of frameworks from which insights can be gained into how reality television crafts identities and ideologies, to name but two key themes. As for the cross-cultural dimension of our proposal, this is in recognition of not only a veritable tradition of discourse-analytic research that has warned against analytic ethnocentrism but also, and specifically, of the little attention thus far paid within the ‘global phenomenon’ of reality television to the national / cultural characteristics that may emerge in its localised variations (but see, e.g., Aslama and Pantii 2007, Roscoe 2001).

Areas to be developed in the panel include the following: (i) impoliteness in exploitative shows; (ii) performance and stylisation; (iii) ideological constructions (e.g. aestheticisation of poverty, crime, and other socio-political issues); (iv) cross-cultural adaptations of ‘global’ reality show formats; and (v) cultural and identity values, including gender, age and other ‘transportable identities’.

**Martin Luginbühl, Stefan Hauser**

***Spatial Determinism vs. „Doing Space“? – Theoretical and Empirical Perspectives on the Spatial Boundness of Mass Media Texts between Globalization and Localization***

The discourse on the globalization of mass media and of media based communication has manifold implications touching upon several (and often conflicting) conceptions of space (Androutsopoulos 2010). The proposed panel will focus on the question to what extent and on what linguistic levels mass media texts are influenced by its spatial origin and to what extent and on what linguistic levels mass media texts "produce" space(s), e.g. by adapting globally circulating texts or text patterns to (national, regional, translocal) forms of communication. The panel has a special interest in text forms and in linguistic styles (text structures, text types, text design, multimodality etc.). Highlighting that various dimensions of spatiality can be and need to be taken into account more specifically the panel aims at discussing the diverse conceptions of space as well as their implications on related concepts like borders/boundaries, territories etc.

In the current research on globalization there no longer prevails an understanding of globalization as worldwide standardization or global homogenization (as e.g. in Levitt 1983). The perception of globalization as an irreversible process of convergence of cultures has been contested not only theoretically but also empirically (Hall 1991, Lee 1991, Chuang 2000, Moon/Chan 2005). In the course of the last two decades it has become a common assumption that globally circulating texts (such as mass media texts and texts from the discourse of advertising etc.) are adapted according to different spatial areas (Hafez 2005, Machin / van Leeuwen 2007). Globalization is rather conceptualized as an increasing connectivity, in particular communicative connectivity (Hepp et al. 2005, Hepp et al. 2010) that is „generating transcontinental or interregional flows and networks of activity“ (Held et al. 1999: 16). Due to these increasing flows and networks of communicative relations globalization can lead to different kinds of „blurring“ of the relation between language, culture and territory. This process - also called “deterritorialization” (Tomlinson 1999) - allows new conceptualizations of cultures as “translocal” phenomena.

A related key issue in the discourse on globalization and localization is the question, to what extent globalization leads to a homogenization of media texts or in the contrary to more diversity, causing a “reinvention of differences” (Machin/van Leeuwen 2007). The notion of “glocalization” entails the focus on the hybridity of cultures consisting in a mix of global and local elements. Different kinds and various degrees of interpenetration can be distinguished when analyzing linguistic aspects of mass media texts: Global text patterns can be "enriched" and/or "reterritorialized" with references to local forms or contents. As an effect of this process globalization can cause the strengthening or even the revitalization of formerly existing cultural practices.

Leading questions of the panel are:

- What kinds of texts and what forms of communication are best suited to analyze the complementary effects of globalization and localization?
- What kinds of concepts of space need to be considered in order to gain a deeper understanding of the spatial boundness of mass media texts? What kinds of methods need to be taken into account?
- How is localization realized in terms of semiotic resources? How important is language in comparison with sound and picture?
- What is the ‘localization target’? How conscious are the text producers of localization processes?

**Anne Mäntynen, Hélène Buzelin**

***Language policy, editorial processes and translation***

If public institutions are at the forefront in the shaping of language policy and ideologies, publishing companies can also play a key role in that matter, as recently reminded by the general outcry against the Americanization of J. K. Rowling best-selling series *Harry Potter* by its U.S. publisher. Beyond all controversies, the case shed light

onto an editorial practice of linguistic adaptation that, as Susanne Mühleisen reminds us, is far from new, nor uncommon, nor restricted to American companies. Legitimized by pragmatic concerns (such as readability and fluency), this practice raises questions of linguistic imperialism. And yet, adaptation is only one example of the many ways in which editorial processes can take part in the formation and transformation of language ideologies. Editorial processes, i.e. processes by which manuscripts are produced, revised and amended in publishing houses' offices, so as to meet the alleged expectations of a target readership, provide a unique viewpoint to observe and analyze the construction and formation of linguistic ideologies. This is particularly obvious with translations, as by virtue of being regarded as "second-hand" products, they are more subject to editorial manipulations than texts enjoying the status of originals.

The panel aims at discussing the relation between editorial processes, linguistic policy, linguistic ideologies, and translation. The topic is at the interface of linguistics and discourse analysis, translation studies and book publishing studies. The papers presented will address, in their own field and context of research, some of the following questions:

- How can editorial practices contribute to the shaping of language policy; under what circumstances and to what extent?
- How to study past and present editorial processes?
- What are the strengths, limits and potential gaps of the analysis and ethnography of archived manuscripts?
- Who are the agents participating to the editorial process? What are their modes of interaction?
- How much do these interactions reflect or shape conflicting ideas about "good usage"? How are these conflicts resolved?
- Does the extent and nature of linguistic manipulations during the editorial process vary according to the type of texts (academic, general, children's literature), their target readership and their legal status?
- Over the past twenty years, the book industry has undergone a series of economic and technological mutations. To what extent do these "revolutions", and the following changes in editorial practices interact with the formation (and transformation) of linguistic ideologies? For example:
  - How do international co-publishing projects affect linguistic choices made by authors and editors?
  - To what extent can the international standardization of the editorial process observable in particular sectors of the book industry, and the pressure to compress time and costs, create and highlight new conflicts in linguistic ideologies?

### **Juana I. Marin-Arrese, Marta Carretero**

#### ***Evidentiality and modality: Discourse-pragmatic perspectives?***

This panel presents recent cross-linguistic and corpus-based studies on evidentiality and modality in English and Spanish, focusing on issues of pragmatics and discourse analysis.

The domain of evidentiality concerns the qualification of the information by reference to its source, which includes direct access to the evidence through perceptual and non-perceptual sources, as well as indirect access, through inference, logical expectation and hearsay (Chafe & Nichols 1986; Willett 1988; Plungian 2001; Aikhenvald 2004, *inter alia*).

Modality covers a wide array of meanings, clustered around the notions of non-factuality and speaker/writer's attitude towards the information that s/he is transmitting. The panel focuses mainly on epistemic modality. Epistemic modality involves the expression of the speaker/writer's assessment of the communicated proposition regarding its reliability, that is, the estimation of the chances that a proposition has of being or becoming true (Lyons 1977; Palmer 1990, 2001; van der Auwera & Plungian 1998, *inter alia*).

Both evidentiality and epistemic modality are ways of assessing the validity or reliability of the information, but the relationship between them has long been a controversial issue in the literature (Dendale & Tasmowski 2001). They have been approached as separate and distinguishable domains (de Haan 1999; Marín-Arrese 2004; Cornillie 2009), or else as domains displaying a significant semantic overlap in their linguistic expressions (Palmer 2001; Carretero 2004). In most cases, the analyses of this relationship have been based on the semantic features of the expressions concerned; this panel will concentrate instead on the relationship between epistemic modality and evidentiality from discourse-pragmatic perspectives, covering conceptual issues as well as descriptive analyses of the expression of this category in English and Spanish.

In English and in Spanish, both modality and evidentiality can be expressed by a wide range of linguistic expressions, some of which are highly grammaticalized (as is the case of modal auxiliaries in English and verbal periphrases in Spanish) while others are more lexicalized (lexical verbs, adverbs and adverbials, adjectives, nouns and idiomatic expressions).

The aim of the panel is to bring together work on the following research lines in evidentiality and modality in English and Spanish:

- The similarities and/or differences between the semantic content of the various evidential and modal expressions and their pragmatic functions.
- The overlap between the domains of evidentiality and epistemic modality, and the similarities and/or differences between discourse functions of epistemic and evidential expressions.

- The connections and interactions of evidential and modal expressions in discourse: harmonic and non-harmonic combinations in discourse.
- The presence and distribution of evidential and modal markers across different genres and discourse domains.
- The use of evidential and modal expressions as resources for stancetaking in discourse and as indices of subjectivity and intersubjectivity.

**Patricia Mayes,**

***The Limits of Agency: Exploring the Interface between Semantic and Social Constructs of Agency***

Semantic definitions of *agency* assume that the prototypical agent is human, intentional, and consciously affecting a patient in some way (cf. Fillmore 1968, Jackendoff 1972, 1990, Klaiman 1991). Early work in pragmatics left this semantic definition largely intact and focused on how agency, and more generally, *transitivity* was expressed in linguistic grammars (cf. Lakoff 1977; Hopper and Thompson 1980; Langacker 1991, Dixon 1994, etc.). Agency has also received attention in other language-focused disciplines, but what is meant by this term is generally quite different. In her cross-disciplinary review, Ahearn (2001) suggested a broad definition, the “socioculturally mediated capacity to act,” which encompasses the different meanings, but also brings up a number of questions, including the following: Are agents necessarily human? Are agents individuals, or can agency be collective? Are agents “conscious, intentional, or effective” (Ahearn 2001: 112)? Our panel explores these questions and challenges the traditional semantic definition of agency and its limits, following Duranti (2004; 2009) and Ahearn (2010) in reconceptualizing agency as fluid, culture- and context-specific, and discursively enacted.

Approaching these issues from different perspectives, our panelists challenge the traditional definition by examining examples of agency occurring at the margins of the semantic construct. For example, Aurora Donzelli examines morphological voice alternations in Toraja (an Indonesian language) and finds that the voice alternation typically associated with low transitivity is also often associated with agency, but agency of a different kind – one that highlights how the *agent* is affected by the action.

Several panelists also explore who is or can be an agent, picking up on the questions of whether agents are human and individual. Josh Reno’s paper examines language development and use in primates, autistic children, and Internet ‘bots’, arguing that attempts to establish artificial platforms for alternative linguistic competencies generate uncertainties about who is really speaking and what it means to seem human. Christopher Engelke further explores the role of new technologies in mediating agency, examining the use of Augmentative Alternative Communications (AAC) – an assistive technology that allows people with speech disabilities to ‘speak.’ He argues that because AAC users rely on a technologically augmented body to produce speech, the conditions for subjectivity and agency are expanded to include equipment that affords the capacities for linguistic action and supports spaces of intersubjectivity.

Elizabeth Miller’s paper explores another way in which agency is intersubjectively mediated – by social, political, and cultural influences – as it emerges in social practices. Using interview data from immigrant language learners, she examines how the participants in her study were constrained to using English-specific constructs that influenced how they organized actors and actions in their accounts and leading to the conclusion that some individuals’ mediated agency positions them more advantageously than others’. Her study further argues for the need to consider how dominant language ideologies mediate how agency is linguistically constructed, narratively animated, and socially enacted and cautions against conflating constructs of agency and empowerment.

Patricia Mayes uses Ahearn’s (2010) concept of *meta-agentive discourse* to investigate how action and responsibility are attributed in two genres. In the first case, data from a private corporation reveal that active, transitive sentences are used to support the company’s claim of “Corporate Social Responsibility.” On the other hand, in the second case, data from an English composition program, reveal that active, transitive clauses are used to express a strong directive illocutionary force, by highlighting student action, while masking any institutional responsibility. The findings from the second genre support Miller’s contention that agency is not the same as “empowerment,” and more generally the findings from the two genres echo the points made by other panelists: That agency is context-dependent, intersubjective, and mediated by social and political forces, as it emerges in discourse.

Laura Ahearn, our discussant, will summarize the common threads in our papers, commenting on our contention that the traditional semantic definition of agency is too narrow and that it is more productive to reconceptualize agency more broadly. We will end with suggestions for continued research that connects this area of pragmatics with other disciplines.

**Jacob L. Mey, Hermine Penz**

***Situating societal pragmatics culturally and interculturality***

The exercise of social duties and privileges has come to be increasingly recognized as a matter of concern for pragmatics, as have the various channels and obstacles that facilitate or limit such activities. The panel will focus on this double development, and raise questions such as

- How could pragmatics influence the selection of societal priorities in K-12 education w.r.t. school policies, curriculum establishment, teacher compensation, student selection, etc.?
- How could pragmatics influence other societal priorities (e.g. in the hospital sector; the care for the handicapped, not least language- and communication-wise; senior citizens' rights and social involvement; immigrant and minority rights and citizenship privileges; etc.)?
- How do cultural differences affect societal problems in higher education and research (access, career potential, employment, funding)?
- What can pragmatics contribute to issues such as the protection of cultural and natural environments (including endangered languages and their users) and to the ecology of language use (e.g. by resisting linguistic oppression by bureaucratized and legalese)?
- What influence can pragmatics exert on the interpretation of the cultural values embodied in social and religious traditions of minorities, immigrants, and other non-mainstream people?
- What roles can workers in pragmatics play with regard to gender and labor relations (e.g. by promoting women's empowerment in public life, by making documentation more accessible and transparent, by collaborating with the trade unions in legal disputes and court cases of discrimination, sexual harassment, unfair pay, etc.)?
- How can pragmatics work towards integrating technological developments in the communication sector, by spreading knowhow about internet use, facilitating on-line job search and applications, teaching how to write résumés and CVs, etc.?
- How can pragmatics make us understand the societal role of the media (by highlighting the conditions for media use, by revealing the hidden assumptions about media objectivity, by deconstructing the media's hold on information, by critically examining the phenomenon of the 'talk show', etc.)?
- What can pragmaticists do to empower language users at the grassroots level (neighborhood associations, town hall meetings, local organization)?
- How to identify pragmatically relevant studies of traditional learning environments such as the workplace, the school, or the lab (by critically examining knowledge transfer in apprenticeships, by 'testing the test' and evaluating the schools' evaluation procedures, etc.)?
- How can pragmaticists influence the debates on L2 education, lingua franca, teacher education, and other applied linguistics questions (bi- and multilingualism, literacy, both oral and written, dialects vs. standard languages, the 'mother tongue' conundrum, language policies, etc.)?
- How can pragmatics make a difference when evaluating organizational practices and corporate ethos (by drawing on emerging 'philosophies of organization', studies in organizational structure, etc.)?
- How can pragmatics contribute to the development of a 'pragma-philosophical' attitude to societal problems by stressing a humanistic, user-based approach to organizational matters?
- How can pragmatics work towards a better understanding of cultural and artistic values as expressed in contemporary manifestations of (counter-, inter-, alternative) culture(s)?

### **Haruko Minegishi Cook, Junko Saito**

#### ***Linguistic Identity Constructions in the Japanese Workplace***

This panel empirically explores ways in which social identities are linguistically constructed in the Japanese workplace by qualitatively analyzing naturally occurring data.

Taking the social constructionist approach, research on workplace discourse in Western societies has predominantly investigated identity construction in relation to gender. Many studies (e.g., Holmes 2006; Mullany 2007) have analyzed how gender identity is typically constructed through language use in the workplace or how leadership identities are constructed through gendered language. In addition, this line of research (e.g., Holmes and Stubbe 2003; Vine 2004) often touches upon the correlation between power and politeness in workplace interactions by demonstrating that workers strategically employ power and politeness in order not only to achieve their institutional goals but also to maintain good social relationships in workplaces.

In contrast, Japanese workplace discourse based on naturally occurring data has not been fully investigated. This is partly because the workplace is "a restricted research site" (Mullany 2007). Primarily due to confidentiality issues, it is highly challenging to record naturally occurring interactions in a workplace. To date, there have been only a few studies on Japanese workplace interactions (e.g., Geyer 2008; Sunaoshi 1994; Takano 2005; Yamada 1990), of which only Takano's study (2005) examines identity construction in a Japanese workplace. His study empirically demonstrates that female professionals construct their multiple identities through the use of diverse linguistic resources associated with both negative and positive politeness strategies. Social identities projected in workplace discourse are not limited to gender identity. Likewise, not all social identities are indexed through gendered language. Furthermore, it has been reported in previous research on Japanese institutional discourse (e.g., Ide and Inoue 1992; Takano 2005) that politeness is a display of power; female professionals use polite language to gain authoritative power. Since this research predominantly focuses on female professionals in

managerial positions at work, it is vital to investigate how other workers manipulate power and politeness in workplace discourse. We still do not know exactly how power and politeness are negotiated and strategically balanced in the Japanese workplace. In sum, more empirical research is needed in order to understand how both female and male workers discursively construct their social identities through the use of various linguistic resources to achieve their professional goals in the workplace.

This panel qualitatively examines the construction of social identities in workplaces in Japan, including business meetings and conversations between employees with same and different ranks in Japanese business organizations. The goals of this panel are to critically investigate 1) how linguistic resources, such as speech style-shifting, honorifics, personal pronouns, and humor, are deployed in workplace discourse to index a range of social identities, 2) how different social identities are made relevant in given institutional contexts, and 3) how power and linguistic politeness are strategically used in workplace interactions. The panel contributes to a new understanding of the scholarship on workplace discourse in Japanese and other languages.

### **Neal R. Norrick,**

#### ***Interacting with and responding to narratives***

This panel will bring together an international group of scholars interested in the whole range of ways recipients interact with narratives, investigating such topics as listener activities, assessments, evaluations and the effects they have on a (co-constructed) narrative in progress, how responses reflect and feed into gender and identity, how recipients in their turn produce response stories of their own, and how the new media are expanding possibilities for interacting with narratives.

Narrative represent a fundamental form of human interaction. They allow us to transcend the here and now through reference to past or imaginary events, to display and negotiate identity and serve such functions as sharing, sense-making, entertaining and play. Telling a story creates an interactive reality and prepares the way for various possibilities of interaction. Personal narratives constitute a primary activity in everyday conversation, they are prominent in the broadcast media, and they assume an ever wider range of interactive forms in computer mediated communication. Listeners influence and respond to narratives in many forms and contexts, but in our research there is still a bias toward primary speakers in conversation and toward primary narrators in the storytelling performance. We still tend to ignore the formative role of listeners, at least until they advance to the status of co-tellers. Listenership goes beyond the production of minimal responses to signal uptake and encourage the primary speaker to continue to hold the floor, but so far there has been insufficient research on the whole range of verbal and non-verbal listener activities in various storytelling contexts. This panel will seek to redress these shortcomings in our description of narrative practices. The acquisition of narrative competence by children and the role adults play in their interaction with children telling stories is another area in need of research focused on the reconstruction of the acquisitional mechanisms. At the same time, computer mediated communication presents us with ever expanding sites and tools for recipients to interact with narratives, helping to shape their trajectories and responding to them in ways which invite another set of recipients and their responses. This panel will take a serious critical perspective toward the recipient in interactions involving narratives and seek to theorize new forms of narrative interaction evolving on the internet. In particular, participants will present their research on: (1) verbal and nonverbal listening practices and differential responses to them by tellers during conversational narrative performance; (2) how storytellers pursue additional or more appropriate responses when they are absent or insufficient, specifically how they upgrade prosodic and lexical devices to modulate listener responses; (3) adults and children interacting in the development of narrative competence, practices of listenership and appropriate responses to storytelling; (4) narratives in talk shows: how tellers use narratives in their argumentation, how listeners evaluate and respond to them; (5) public confessions and responses to them in the media and on the internet; (6) mediated interaction in narratives told in online forms of social media.

### **Florence Oloff, Véronique Traverso**

#### ***Understanding varieties and functions of other-repetition in interaction***

This panel aims at presenting detailed analyses of the practice of other-repetition in interaction. Adopting discursive as well as conversational approaches, the contributions to the panel will sketch an inventory of the pragmatic functions that repetitions may fulfil and of the interactional actions they implement.

Repetitions have been studied in a variety of interactional contexts in conversation analysis and interactional linguistics. These studies show that repetitions are a technique in service of various interactional practices, such as doing allusions (Schegloff, 1996), repairing (Couper-Kuhlen, 1996; Curl, 2005), doing topical development (Traverso, 2004), as well as in second language talk (Gardner & Wagner, 2004) or in acquisition processes (cf. discussions on "input" in SLA, Pallotti, 2002, Keenan, 1977, and Bennett-Kastor, 1994, for first language acquisition).

Repair is a good candidate phenomenon to look at when studying repetitions (within interactional linguistics and conversation analysis, see Couper-Kuhlen 1992, 1996; Curl, 2005). Another environment where repetitions are used is within assessment sequences: Pomerantz (1984) shows that first assessments are preferentially followed

by upgraded second assessments. In certain cases, it has been observed (Ogden, 2006; Mondada, 2009) that second assessments provide a repetition of firsts' lexical materials, upgrading or downgrading them thanks to phonetic and prosodic resources. Thus, other-repetitions do not just "quote" the previous speaker's sayings, but seem to provide a powerful resource for displaying and negotiating epistemic stance or access to knowledge (Heritage & Raymond, 2005), a topic that can be related to Bakhtin's dialogism. In the same vein, we could question the idea that repeating another's turn always shows convergence between speakers: it can also be competitive in specific sequential contexts. Indeed, this raises the question of how to treat other-repetitions with respect to practices like pre-emptive completions, list construction, and other types of collaborative sequences (Jefferson, 1991; Jacoby & Ochs, 1995; Lerner, 1994, 1996, 2002, 2004).

Another issue tackled in this panel concerns the variety of forms of other-repetitions, which can be exact repetitions of complete TCUs, but also repetitions of fragments, or even modified versions. More specifically, one should consider the functional differences of exact repeats vs. modified repeats (Stivers, 2005), where new lexical items are inserted or previous ones are replaced. Although the most obvious and recurrent form of repetition in conversation concerns the verbatim reproduction of a previous speaker's fragment of utterance, we would like to consider exact repetitions of phonetic or prosodic features as well. Finally, as contributors to our panel will use audio as well as video data, we will also tackle the multimodal character of this practice: how do visible resources intervene in sequences of other-repetition, and what can be said about the role of gestural other-repetition?

This panel will thus shed light on specific environments for other-repetitions as well as on the specific actions they accomplish, by describing the various linguistic and multimodal resources methodically exploited by participants in interaction.

### **Jan-Ola Östman, Michael Bamberg**

#### ***Responsibility and ethics***

The panel focusses on issues of responsibility, accountability and ethics in the general fields of discourse, pragmatics, sociolinguistics and applied linguistics. It approaches these issues from two points of view. On the one hand, it looks at responsibility, accountability and agency in discourse practices: how are these worked out e.g. with the help of small narratives, in everyday conversational and institutional settings, etc. On the other hand, the panel addresses responsibility and ethics with respect to the positioning of the discourse researcher as insider or outsider in relation to data gathering, data interpretation and intervention. Issues of ethics and appropriation and how these are discursively dealt with, and enacted, are crucial to a deeper understanding of interaction, and they especially come to the fore in the dynamic negotiations of responsibility and accountability in professional settings.

Thus, participants in the panel ask what meanings, identities, ideologies and attitudes are attached to the general notion of responsibility and how can these meanings and ideologies systematically and fruitfully be analyzed?

### **Valentina Pagliai, Sabina Perrino**

#### ***Making Citizens: Discursive Practices at the Boundary of Nationhood***

The formation of new international bodies, such as the European Union, as well as growing transnational flows, has brought renewed attention to the conceptualization of citizenship in the age of globalization. In particular, scholars have pointed out that new models of citizenship are emerging that may reproduce or distinguish themselves from a classic model of citizenship as simple belonging to a nation-state - either by *jus solis* or *jus sanguinis* - and as connected to particular rights and duties. Images of who is a citizen or not, far from being tied to the ability to produce a passport or an ID, pass through class, racial and gender lines. Participation and social inclusion in civic life are similarly influenced by a person's cultural and social capital. (In Italy, for instance, US citizens are not considered "extracomunitari," a word that is racialized, meaning 'coming from outside the European Union,' and applied only to certain categories of immigrants.)

In this panel, we start from a consideration of everyday and institutional discursive practices as a fundamental site for the study of citizenship. Using a linguistic anthropological and pragmatic perspective, we argue that careful attention to these discursive practices is necessary to understand nationhood in terms of belonging, the racialization of the Self and the (foreign) Other, and the gendering of citizenship.

### **Antonio Pareja-Lora, María Jesús Nieto y Otero**

#### ***Pragmatic Annotation of Corpora***

Corpus Linguistics and Corpus Annotation are two consolidated research areas nowadays (Biber, Conrad & Reppen 1998, Kennedy 1998, McEnery & Wilson 2001, Parodi & Venegas 2004, MacWhinney 2000). Furthermore, there is already a rather stable trend towards standardizing what and how should be annotated in corpora within the International Organization for Standardization (ISO). A particular ISO subcommittee (SC4) has been created for this purpose within the Technical Committee 37 (TC37) for the standardization of linguistic annotation of corpora (referred to as ISO TC37 SC4 henceforth). ISO TC37 SC4 has reached a wide consensus on both the content that should be included, for example, in morphosyntactic annotations (ISO/MAF, 2008),

syntactic annotations (ISO/SynAF, 2010) and time or event semantic annotation (ISO/SemAF-Time, 2009) and how it should be annotated (ISO/LAF, 2009; ISO/FSR, 2010; ISO/FSD, 2009; ISO/PID, 2010).

However, the pragmatic annotation of corpora is still a fairly unexplored field. Most likely, this is due to two main reasons, namely (1) other linguistic phenomena require to be identified and annotated in corpora before they can be pragmatically annotated; and (2) the objects of study in Pragmatics are fuzzier and more abstract than those related to Morphology or Syntax, for example. Moreover, the Computational Linguistics area, which is the main agent boosting corpus annotation currently, is missing a global view of Pragmatics or, equivalently, a clear criterion of what can be considered pragmatic and what not.

This is manifested, for instance, in the way speech acts (Levinson 1983, Reyes 1990, Escandell 1993) are being standardized within the ISO/SemAF-Dacts (2010) project of the ISO TC37 SC4. In this project, speech acts (or dialogue acts, as they are designated in this standard proposal) are just a semantic characterisation of the semantic units included in dialogues. Accordingly, this project fails to address other pragmatic phenomena, such as affectivity, redundancy, positioning, markedness or saliency and other rhetoric devices, such as hyperbole or irony. Nevertheless, these other phenomena and devices are key elements when trying to determine the purpose of the speaker when ‘more is being communicated than is said’ (Yule 1996, Shiro 2007).

The purpose of the present panel is to provide an open forum for the discussion of the following issues (amongst others):

- What constitutes the interface between Pragmatics and Computational Linguistics?
- What should be included in a pragmatic annotation scheme and what not?
  - o Which are the linguistic phenomena that no pragmatic annotation scheme can fail to address?
- How should these phenomena be annotated?
  - o Can they be automatically annotated anyhow?
  - o Is there a way to ensure the objectivity and precision of pragmatic annotations?
- What are the linguistic phenomena that should be annotated previously (in morpho-syntax, syntax, semantics, etc.) in order to enable pragmatic annotations?
  - o In other words, can the interface between Pragmatics and the other levels of linguistic description be mathematically or computationally formalised?

### **Theodossia-Soula Pavlidou,**

#### ***Constructing collectivity: ‘we’ in interaction***

At the intersection of pragmatics with grammar, the overall aim of this panel is to expand our knowledge on collective self-reference, represented here for convenience through the pronoun ‘we’, across different languages and interactional contexts. The first person plural subject pronoun offers itself to various strands of linguistic/pragmatic inquiry, including the study of personal pronouns, person reference/formulation, speaker deixis, subjectivity, etc. Considering, however, the variously acknowledged complexities of ‘we’, e.g. its *referential flexibility* and its potential for *referential ambiguity*, one can say that the prototypical marker of group indexicality (cf. Mühlhäusler & Harré 1990) has not received the attention it deserves. Although research on collective self-reference has gained impetus in the last decade (cf. e.g. Assouline 2010, Borthen 2010, Duszak 2002, Lerner & Kitzinger 2007, Pavlidou 2008, Stewart 2001 ), no coherent picture across different languages and interactional contexts is yet emergent. The panel will focus on how speakers exploit the means available in their language to accomplish interactionally self-presentation as members of a collectivity, as collective subjects of varying degrees of abstraction (e.g. subset of participants vs. general social categories) that include or exclude certain others, and so on.

In particular, the eleven presentations in the panel covering a range of languages (Cha’palaa, Dutch, English, German, Greek, Hebrew, Jiddish, Norwegian, Pitkern-Norf’k, Turkish, etc.) will address questions such as:

- What can speakers do referentially with the first person plural (cf. e.g. the so-called impersonal, royal, directive uses of ‘we’) in these languages?
- What is the role of the free-standing subject pronoun ‘we’ in null-subject languages?
- What is the contribution of the plural number to the particularities of the ‘we’-collectivity as opposed to ‘they’ or ‘you-PLURAL’?
- How does ‘we’ as a minimal recognitional form relate to other phrases that allow collective reference and categorization (e.g. ‘we, Europeans,’ or ‘Mary, Ann and I’)?

What is ultimately of interest is the dynamic process of delineating and (re-)constructing collective subjects that arises, among other things, from the *inherent fluidity* of ‘we’ (as opposed to ‘I’) and impacts differently on personal responsibilities, collective agency, and interpersonal relationships.

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**Daniel Perrin, Geert Jacobs**

***More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices***

Doing linguistic pragmatics, ethnography, and applied linguistics means: tackling language-related problems by approaching them from several relevant angles with appropriate theories and methods. The aim is to get vivid multiperspective insights into culturally and socially contextualized language use, in order to develop situated knowledge about what works for whom under which circumstances.

In doing so, researchers become parts of the worlds they investigate. Thus, deciding on how to define and approach a problem from different perspectives is more than just mixing theories and methods. What tends to be called a „mixed method approach“ needs scrutinizing in terms of its underlying ideology and the way it constrains and facilitates research questions, processes, and findings.

In the panel, we will outline, discuss, and compare well-established and emerging research frameworks applied in the discourse-oriented investigation of news production practices. The question raised here is what theoretical and practical implications are involved in the kind of transdisciplinary research processes described above? What is foregrounded and what tends to be pushed to the back or cut off?

In keeping with the conference theme of ‘Pragmatics and its interfaces’, the research frameworks explored in this panel include:

- Ethnography, Auto-Ethnography, and Technography
- Discourse analysis, CA, CDA
- Integrative social theories such as Realist social theory
- Complex systems or Dynamic systems theory

**Salvador Pons Borderia,**

***Discourse units in conversation: from Romance languages to Theoretical Pragmatics***

In the last thirty years, the pragmatic research carried out in Romance languages has been widely interested in the issue of the so-called “syntax of the spoken language” (Narbona 1979), which can be summarized as follows: “sentence-based syntax cannot account for the organization of the flow of talk in conversations. Yet it cannot be claimed that conversations lack an order among constituents. The organization of conversations is governed by a ‘different syntax’, whose principles are still to be discovered”.

Since the early 80’s, Pragmatics in Romance languages has produced a wide body of research where different models have provided answers to this initial question. Among them, there are the GARS (Blanche-Benveniste, 1994), the School of Geneve (Roulet, 1985; Roulet et al., 2001) and Morel (Morel/Danon-Boileau, 1998), for French; the Val.Es.Co group (Briz/Val.Es.Co, 2003) and Cortés Rodríguez (Cortés Rodríguez/Camacho Adarve, 2005), for Spanish; Cresti (Cresti, 2000; Cresti/Moneglia, 2005) and Ferrari (Ferrari, 2003; Ferrari et al. 2008), for Italian; and the NURC group (Preti, 2004), for Portuguese. Although the initial focus was on spoken language, some developments also apply to written texts, especially in what refers to textual organization (Ferrari 2003).

Some of the questions dealt with in such approaches refer to issues like what kind of units can be distinguished in oral texts, what kind of interaction exists between intonation and syntax, or what is the prototypical position for discourse markers in colloquial conversations.

Notwithstanding the valuable findings developed in this strand of research, the investigation on Theoretical Pragmatics has not yet fully benefited from it, mainly for two reasons: first, such studies have been mainly published in languages other than English; second, the “syntax-of-the-spoken-language” issue seems odd in traditions where the weight of Greek and Latin grammars is not so overwhelming as in Romance Languages.

Blanche-Benveniste, Claire, 1994. *Approches de la langue parlée en français*. Ophrys, Paris.

Briz, Antonio and Grupo Val.Es.Co, 2003. Un sistema de unidades para el estudio del español coloquial. *Oralia* 6, 7-63.

Cortés Rodríguez, Luis and Camacho Adarve, Matilde, 2005. *Unidades de segmentación y marcadores del discurso*. Arco Libros, Madrid.

Cresti, Emanuela, 2000. *Corpus di italiano parlato*. Accademia della Crusca, Firenze.

Cresti, Emanuela and Moneglia, Massimo, 2005. *C-Oral-Rom: Integrated Reference Corpora for Spoken Romance Languages*. John Benjamins, Amsterdam.

Ferrari, Angela, 2003. *Le ragioni del testo. Aspetti morfosintattici e interpuntividel’italiano contemporaneo*. Accademia della Crusca, Firenze.

Ferrari, Angela et alii, 2008. *L’interfaccia lingua-testo*. Edizioni dell’Orso, Alessandria.

Morel, Marie Annick and Danon-Boileau, Laurent, 1998. *Grammaire de l'intonation. L'exemple du français oral*. Ophrys, Paris.

Preti, Dino, 2004. *Estudos de língua oral e escrita*. Lucerna, Rio de Janeiro.

Roulet, E. et alii, 1985. *L'articulation du discours en français contemporain*. Peter Lang, Berna.

Roulet, E. et alii, 2001. *Un modèle et un instrument d'analyse de l'organisation du discours*. Peter Lang, Berna.

### **Matthew Prior, Gabriele Kasper**

#### ***Constructing Emotion in Multilingual Talk***

This panel investigates how multilingual speakers construct emotions in their talk in a range of activities. By conceptualizing emotion as joint discursive productions, the panel breaks with the prevalent view of emotions as intrapsychological and neurophysiological phenomena that dominates (though no longer without challenge) the social sciences and humanities. In research on multilingual and multilingual speakers in particular, emotions have predominantly been treated as hypothetical constructs, operationalized through various quantitative and qualitative measures and thereby made inferentially available to the researcher. In contrast, the panel has the objective to respecify emotions in multilingual contexts as socially constituted and publicly displayed, visibly produced by the participants for each other on specific occasions in their interaction.

By adopting a discursive approach to emotion in multilingual talk, the panel draws on well-established, converging research traditions in ethnomethodology, conversation analysis, membership categorization analysis, and discursive psychology. Studies in these fields have shown how participants manage emotion (and other psychological matters) through the sequential deployment of semiotic resources, both vocal and non-vocal, how such displays are occasioned, what actions they perform, what inferences they generate for the participants, and what interactional consequences they engender. However, the antecedent research has concerned itself almost exclusively with emotion talk among “competent (mostly) adult members”, that is so-called “native speakers”, to the exclusion of multilingual participants. The panel plans to extend the existing research traditions on the discursive construction of emotion to multilingual speakers, examining how participants from a range of cultural and linguistic backgrounds construct emotion-implicative actions, identities and stances through their rhetorical and categorial work in ordinary conversation and institutional settings. With these studies, the panel also hopes to show that research on emotion talk among multilingual speakers contributes relevantly to the field of conversation analysis and its allies, and to open up a new trajectory for the pragmatic study of emotion.

### **Marc Relieu, Christian Licoppe**

#### ***Multi-activity and fractured ecologies: Articulations between language, actions and remote settings***

Speech utterances usually accomplish several actions at once, some oriented to the sequential organization of conversation (contributing to the production of the ongoing turn-at-talk, displaying an understanding of the previous turn, projecting relevant next turns) some to the progression of the ongoing activity (Schegloff, 1995, 2005). In that sense multi-activity is an intrinsic feature of utterances, which are always anchored into action and situations. Conversation analysis tends to focus on the sequential organization of talk-in-interaction, which implicitly presumes they operate more or less independently. Ethnomethodological or anthropological researches stress their interdependence, developing accounts based on reflexivity (Garfinkel, 1967, 2002), gestalt (Maynard, 2005) or contextual configurations (Goodwin, 2000) to account for it.

This tension has been made more salient by the development of video-based empirical data to analyze an increasing variety of speech events, and which gives some access to the way action may be distributed between speech, artifacts and spatial ecologies. Moreover the development of mediated interactions between remote participants through an array of information and communication technologies has introduced additional layers of complexity by providing « fractured ecologies » (Luff & alii, 2003) in which participants have differentiated and only partial access to their mutual context. This provides them with resources to conduct activities to which other participants may not have perceptual access to, a feature to which participants are increasingly sensitive to and accountable for (as evidenced in chat and instant messaging interactions for instance). Some institutional activities, such as call center operations exploit strategically these interactional asymmetries to allow their members to produce utterances, which are oriented both to the ongoing phone conversation and to computer screen-based events and actions (Whalen, 1995). In other cases the very possibility to perform successfully in such a configuration have become an issue of public debate (eg. driving while talking, on the phone or not).

This panel proposes to bring together different research settings to shed more light on the pragmatic organization of this phenomenon.

### **Jennifer F. Reynolds, Elaine Chun**

#### ***Figuring Citizenship: Children & Youth's Communicative Practices and the Cultural Politics of Citizenship***

Social scientists are well aware of the roles that institutions and print media play in imagining nations, but most may be less familiar with how children and youth—those whose citizenships are being shaped—negotiate, contend with, and recreate their own citizenships. The papers in our panel participate in on-going debates within linguistic anthropology and sociolinguistics to examine the ways children and youth assert their own forms of collective belonging across and within nation states that often belie hegemonic neoliberal individualism and politico-legal citizenship. We explore how “doing citizenship” can have multiple and complex meanings for children and youth and that these meanings are necessarily tied to discourses of race (as some racialized bodies are excluded from full citizenship) as well as gender (as expressions of national pride may be locally gendered) and class (as immigrant labor or cosmopolitan leisure may threaten hegemonic definitions of citizenship). Additionally, we examine how children and youth contend with their own citizenships in different ways: they may reject racializing discourses that seek to deny them full citizenship rights, resist institutional forms of inculcating national allegiances, and yet sometimes embrace citizenship practices strategically in order to project a locally valued persona for themselves and in some cases even others.

Each of our studies assumes language to be a central resource for creating and contesting citizenships, for example, by drawing on multiple linguistic codes to index national loyalties, performing gendered and classed language styles as resistance to hegemonic idealizations of citizenship, positioning selves and others in narratives about citizenship, and taking explicit stances toward citizenship practices. We focus in particular on face-to-face negotiations of citizenship, given that they reflect key moments in which youth contend with the complex ways of being a citizen. We also seek to move beyond multiculturalist idealizations of transnational settings and examine how youth take part in the reproduction of gendered, racialized, and classed images of citizenship and recognize that the citizenship practices that locally emerge are partial products of global socio-historical and political-economic processes. The papers display a range of societal, and multi-ethnic contexts where notions of citizenship are necessarily salient, multiple, and contested, namely those in transnational and immigrant communities: transnational Mayan siblings and peer networks, college students of Nepali descent in Darjeeling, India, teens of Algerian Arab descent in low-income housing projects outside Paris, Moroccan immigrant children in a rural Spain, young bilingual Portuguese women in France, teens in post Orange-Revolution Ukraine, Tongan youth participants of a transnational social networking website, Texas teens near a multiethnic U.S. military base, Spanish-English bilingual girls in California, and mixed-status Mexican youth and their families residing in the Rust Belt region of the United States. In these settings, youth may be constrained by institutionally defined forms of citizenship, such as reciting pledges to national flags, but they also creatively draw on available resources and strategies for resisting and transforming local symbols and meanings of citizenship.

### **Celeste Rodriguez Louro, Chad Howe**

#### ***Perfect evolution across languages and dialects: Semantic change and pragmatic motivations***

The development of the periphrastic past (or PP) forms in Indo-European languages, referred to as ‘have’-perfects by Giacalone Ramat (2008), has been investigated from a variety of different perspectives, including typological (Comrie 1976; Dahl 1985), variationist (Schwenter & Torres Cacoullos 2008), and semantic/pragmatic (Schaden 2009; Portner to appear). As described by numerous sources, the proposed path of evolution for the PP in several languages begins with a (small clause) resultative construction, as in example (1) from Portuguese, continues to a periphrastic structure indicating a past event with ‘current relevance’, shown in the Spanish example in (2), and in some cases acquires perfective meaning, demonstrated with the French *passé composé* in (3).

- (1) *Tenho a cama feita.*  
‘I have the bed made.’
- (2) *Diego ha ido a Madrid.*  
‘Diego has gone to Madrid (and thus is not here now).’
- (3) *Je suis arrivée hier.*  
‘I arrived yesterday.’

The so-called *anterior-to-perfective grammaticalization* (Bybee, Perkins & Pagliuca 1994: chapter 3) entails a series of semantic and pragmatic changes. For example, Harris (1982: 49) outlines four stages in the development of the PP in the Romance languages, including the use of the PP to refer to (1) present states resulting from past situations (e.g. Calabrian or Sicilian); (2) durative situations continuing into speech time (e.g. Mexican Spanish); (3) past situations with current relevance (e.g. Peninsular Spanish); (4) completed past situations (e.g. French). These stages are presented linearly, with Stage 1 argued to be a necessary precursor to Stage 4 cross-linguistically.

However, current empirical research on various languages and across dialects of specific languages suggests that the type of categorical and discrete evolutionary stages proposed for perfect constructions do not in fact correspond to actual usage in naturally occurring interaction (Howe 2006; Ritz to appear; Rodríguez Louro & Howe to appear; Rodríguez Louro & Jara Yupanqui to appear). This literature argues for a more nuanced consideration for the role that context plays (i) in licensing different epistemic meanings of the PP that speakers

then exploit for reasons of discourse salience and (ii) in producing the necessary contextual parameters that give rise to semantic change. Thus, the pragmatic motivations and the variable outcomes that they produce for cross-linguistic and cross-dialectal changes in perfect constructions remain to be addressed.

Our panel aims at bringing together researchers interested in the development of perfect constructions, particularly across dialects of Spanish though we will discuss relevant issues in English and French as well. Careful attention to the distribution of the periphrastic past in Spanish (i.e. the *pretérito perfecto compuesto*) reveals not only a wide degree of semantic variability but also discernable pathways of development that despite displaying similar features (e.g. collocation with definite past adverbials) are not parallel in terms in their development trajectories. The objective of the panel is to understand the relationship between the semantic potential of perfect constructions themselves and the pragmatic forces motivating the different perfect uses under consideration.

### **Scott Saft, Sachiko Ide**

#### ***Emancipatory Pragmatics: Cultural and Interactional Context Revisited***

The emerging area known as “Emancipatory Pragmatics” (EP) seeks to gain a deeper appreciation of language use by developing perspectives and theories that are based on languages that heretofore have rarely been studied within the field of Pragmatics. Thus far, researchers have used descriptions of the interactional practices and cultural contexts of languages such as |Gui, Hawaiian, Japanese, Korean, Laotian, Libyan Arabic, Mayan, and Thai, to name just a few, to reconsider some of the accepted beliefs about concepts such as turn-taking, politeness, deixis, and speech acts (see Hanks et al. 2009; Saft and Ide 2009).

Another concept considered in EP studies is context. Like areas of inquiry such as conversation and discourse analysis, EP endeavors to study linguistic practices as they are situated within and arise from actual contexts of social interaction. Yet, EP also probes the religious and political aspects of a culture, as well as the social values that speakers learn from an early age, in order to understand the accomplishment of interaction. Hongladarom (2009), for example, suggested that indexicality in Tibetan is grounded in Buddhist principles, and Cabral (2009) similarly explained the linguistic construction of commands in Hawaiian by reference to the traditional Hawaiian philosophy of life that is now being taught to younger Hawaiians through immersion education. Besides infusing Pragmatics with ideas from lesser-studied languages, such analyses dialogue interestingly with research that has attempted to limit context to only those details ‘visible’ in the interaction (see Schegloff 1997).

This panel further explores the EP approach to context by offering original analyses of a diverse set of interactional practices from languages in East Asia, Southeast Asia, Europe, Africa, Meso-America, and Polynesia. In presenting detailed analyses of actual speech practices, panel contributors will avoid dichotomies, including high context culture vs. low context culture, that tend to place interactional styles into already decided categories. Similarly, the panel will consider approaches to context that are not based on Euro-American languages. For instance, some panelists will ask whether the Japanese notion of ‘ba’ (loosely translated as ‘field’) that was developed by the philosophers Kitaro Nishida and Hiroshi Shimizu (Shimizu 1995) can be applied not only to Japanese interaction but also to interaction in other non-western languages such as Moroccan Arabic as well as to interaction in a more commonly studied language such as English. By actively seeking to gain and apply knowledge from lesser-studied languages, this panel will, on the one hand, enhance understanding of a concept such as context that has been central to the field of Pragmatics, and, on the other hand, push Pragmatics to better appreciate the potentialities of people throughout the world to use language and engage in social interaction.

Cabral, Jason. Commands and cultural perception of behavior in Hawaiian. Presented at the panel, Emancipatory Pragmatics: The search for cultural parameters in interactional discourse. 11<sup>th</sup> IPrA Conference, Melbourne Australia.

Hanks, William, Sachiko Ide, and Yasuhiro Katagiri. 2009. Towards an emancipatory pragmatics. *Journal of Pragmatics* 41, 1-9.

Hongladarom, Krisadawan. 2009. Indexicality in Thai and Tibetan: Implications for a Buddhist grounded approach. *Journal of Pragmatics* 41, 47-59.

Saft, Scott, and Sachiko Ide. 2009. Emancipatory Pragmatics: The search for cultural parameters in interactional discourse. Panel at the 11th IPrA Conference, Melbourne Australia.

Schegloff, Emanuel. 1997. Whose text? Whose context? *Discourse & Society* 8, 2, 165-187.

Shimizu, Hiroshi. 1995. ‘Ba-principle’: New logic for the real-time emergence of information. *Holonics* 5, 67-69.

### **Klaus P. Schneider, Andreas H. Jucker**

#### ***Variation in pragmatics: The case of compliments***

In recent years, there has been a growing interest in regional and social variation of pragmatic phenomena, which has led to innovative work at the intersection of sociolinguistics and pragmatics. Before that, pragmaticists occasionally compared various pragmatic units across different languages but not across varieties of the same language, and sociolinguists concentrated their efforts on the lower levels of linguistic description, such as

phonology, morphology, lexicology and, occasionally, syntax. Through an interdisciplinary cooperation of sociolinguistics and pragmatics, the focus has now shifted to the variation of language use according to the dimensions of region, social class, gender, age and ethnicity.

The considerable methodological challenges for such an endeavour may account for the fact that attempts to tackle them are still very young (see for instance Schneider and Barron 2008). In fact, sociolinguists generally focus their attention on language forms, such as particular pronunciations or alternative realizations of units or expressions that basically refer to the same thing. Pragmaticists, on the other hand, generally focus on functional entities, such as speech acts or politeness phenomena, whose realizations may differ in unpredictable ways.

In this panel, we want to address these methodological challenges by focussing on one particular speech act, viz. compliments. Compliments and compliment responses have already received a fair amount of attention in the pragmatic literature (see for instance Jucker 2009). They are particularly suitable for such an endeavour because of their diversity, because they have been studied from a broad range of theoretical and methodological angles, and because compliment responses constitute a particularly complex face threat to the addressee. A compliment response must find a way of negotiating between the violation of the agreement maxim and the violation of the modesty maxim. It has been extensively shown that response strategies are culture sensitive and there is already some compelling evidence that such differences also occur on a language internal level. Hence, the contributions to this panel examine in particular variation in complimenting across regional and social varieties of the same language. The histories of compliments in different varieties of the same language and compliments in intercultural communication will also be considered.

Jucker, Andreas H. (2009): "Speech at research between armchair, field and laboratory: The case of compliments," *Journal of Pragmatics* 41, 1611-1635.

Schneider, Klaus P., and Anne Barron (eds.) (2008): *Variational Pragmatics. A Focus on Regional Varieties in Pluricentric Languages*. (Pragmatics & Beyond New Series 178). Amsterdam/Philadelphia: John Benjamins.

### **Rumiko Shinzato, Sung-Ock Sohn**

#### ***Cross-linguistic and Diverse Theoretical Approaches to Japanese and Korean Sentence-final Particles***

Unlike in European languages (Mulder and Thompson 2008; Hanc il 2010), sentence-final particles (SFP) in Japanese and Korean have generally been recognized for their (inter)subjective meanings and pragmatic functions. However, an attempt has not yet been made to analyze sentence-final particles comparatively between languages and theoretical frameworks. To that end, this panel places a focus on SFPs in two geographically and structurally related languages, Japanese and Korean, from synchronic as well as diachronic and dialectal perspectives.

Specific issues to be addressed include:

- (1) Does prosody play a role in the description of sentence-final particles? Are there specific prosodic patterns distinctly associated with certain functions of sentence-final particles, which had been unknown previously, but which could be revealed through innovative synchronic approaches?
- (2) Are there any sentence-final particles only seen in certain dialects, but not in standard Japanese or Korean?
- (3) Have items of similar meanings and functions equally grammaticalized as SFPs? If not, can such a difference in developmental paths be accountable?

The first paper identifies two distinct syntactic origins (i.e., truncation and backshift) of Japanese sentence-final conjunctions for 'but' and 'and', linking each conjunction of a different syntactic origin with different structural and prosodic patterns associated with distinct discourse-pragmatic meanings/functions. Whereas the backshift-derived ones serve as strengtheners in the utterance, the truncation-derived ones serve as softeners by leaving some implications unstated. In some dialects, such backshifted conjunctions have come much closer to genuine SFPs than the truncation-derived ones; e.g., *sikasi* 'but' in Osaka, *sosite* 'and' in Hokkaido, and *hoide* 'and' in Hiroshima. The second paper compares two types of adverbial conditional clauses (*X to ie ba/tara* 'if/when saying X' vs. *X-ba/-tara* 'If/when X') and offers an account of why the first type grammaticalized as SFPs, but the second did not. The former exerts illocutionary force on the addressee like back-shifted *soshite*, while the latter connotes an invitational tone like some truncation-derived conjunctions. The third paper shows a case of ongoing grammaticalization from a discourse connective (*kuntey* 'but') to a sentence-final particle in Korean. The analysis of a spoken corpus drawn from natural conversation shows that the aforementioned Korean data demonstrate a striking similarity to the grammaticalization continuum of the utterance-final *though* in English. In addition to the emergence of sentence-final particles, the Korean paper illustrates the function of boundary tones in sentence-final particles by employing a conversation-analytic approach.

The panel concludes with a note that correlations and cohesive patterns are observable both synchronically and diachronically in seemingly diverse SFPs, even cross-linguistically.

### **Susanna Shore,**

#### ***Explicit vs. implicit evaluation***

The issue of explicitness and implicitness (or directness and indirectness or overt and covert expression) is a theme that runs through many pragmatic approaches to the study of language. The purpose of this panel is to discuss this theme in relation to evaluative language in written texts in a number of languages. The focus will be on both 1) the lexicogrammatical as well as 2) the textual and rhetorical resources that writers use when they evaluate others and the claims that have been made by others. This two-fold perspective underlies the fact that the approach is linguistic and based on grammatical theory, but on the other hand it underscores the fact that evaluation is realized in textual patterns and evaluative lexical elements can colour larger stretches of text.

The papers in the panel will be based on data taken from educational and academic contexts. The data is confined in this way to give the panel an empirical focus. It also reflects that the fact that evaluation is central to many educational and academic genres. The aim is to bring together researchers who are working on the language of evaluation, working in different countries and different languages and working within various linguistic traditions (e.g. Hunston & Thompson ed. 2000; Martin & White 2005; Biber 2006; Du Bois 2007). The panel will be organised by a group of researchers at the University of Helsinki who are working on evaluation in Finnish: Susanna Shore Ph.D, Toini Rahtu PhD as well as PhD students Riitta Juvonen and Mikko Virtanen. The panel will also include Professor Minna-Riitta Luukka (University of Jyväskylä) and Alessandra Molino Ph.D. (Università di Torino).

The topics for the papers are as follows:

Rahtu: Subjectivity and objectivity in evaluation in Finnish research articles  
Molino: Implicit evaluation in English and Italian linguistics research articles  
Shore & Virtanen: Implicit evaluation and evaluative prosodies  
Juvonen: Concessive rhetorical patterns in Finnish matriculation essays  
Luukka: Appreciation and judgment in teachers' comments on their pupils' writing assignments.

## **Daniel Silva, Dina Ferreira**

### ***The violence of words***

This panel gathers contributions from scholars working on all fields of pragmatics and critical language studies to discuss the relationships between language and violence, particularly the violence that emerges from words. It pursues a possible consequence of a core assumption in pragmatics – namely, the idea that language is a form of action (Austin, 1962). At stake is the claim that among the shapes that this action might assume, violence is a very salient one.

The fact that acts of cruelty and violence often acquire a thematic and formulaic form (Malkki, 1995) has raised the interest of a growing number of scholars in understanding the symbolic delineations of violence. Does violence constitute or disrupt meaning? Given that language itself can enact its own types of violence, how do words wound? How do subjects counteract violence with words? How does discourse make violence circulate?

Participants are encouraged to critically engage with existing accounts on the ambivalent relations between violence and meaning. As regards its complicated and ambiguous status, violence can be seen both as a productive concept and as a disruptive one. On the one hand, some scholars state that violence plays a central role in the emergence of traditions (Asad, 2008), participates in the definition of what an author is (Foucault, 1998[1969]), delineates multiple forms of subjectivities and sensibilities (Das et al., 2000), infects narratives and causes them to proliferate (Briggs, 2007), and renders possible the very idea of civilization (Freud, 1961 [1929]). On the other hand, other scholars argue that violence has an interruptive and destructive status (Scarry, 1985; Nancy, 2005; Caldeira, 2000). According to Nancy (2005), violence is that which, through a stab or knock or blow, withdraws identity and subjectivity. It posits the subject nowhere, displacing his or her condition. In his words, violence “denatures, wrecks, and massacres that which it assaults” (p.16). What is the status of violence with respect to its linguistic dimension?

Asad, T., 2008. Reflections on blasphemy and secular criticism. In: de Vries, H. (Ed.) *Religion: Beyond a concept*. Fordham University Press, Fordham, pp.580-609.

Austin, J., 1962. *How to do things with words*. Harvard University Press, Cambridge, MA.

Briggs, C., 2007. Mediating infanticide: Theorizing relations between narrative and violence. *Cultural Anthropology*, 22 (3), 315-356.

Butler, J., 1997. *Excitable speech: A politics of the performative*. Routledge, New York.

Caldeira, T., 2000. *City of Walls. Crime, segregation and citizenship in São Paulo*. University of California Press, Berkeley.

Das, V., Kleinman, A., Ramphela, M., Reynolds, P., 2000. (Eds.) *Violence and subjectivity*. University of California Press, Berkeley.

Foucault, M., 1998 [1969]. What is an author? In: Faubian, J., (Ed.) *Aesthetics, Method and Epistemology*. Vol. 2 of *Essential Works of Foucault, 1954 – 1984*. The New Press, New York, pp.205-222.

Freud, S., 1961 [1929]. *Civilization and its discontents* (Strachey, J., Transl.). W. W. Norton & Company, New York.

Nancy, J., 2005. *The Ground of the Image*, Trans. Jeff Fort, Fordham University Press, 2005.

Malkki, L., 1995. *Purity and exile: Violence, memory, and national cosmology among Hutu refugees in Tanzania*. The University of Chicago Press, Chicago.

Scarry, E., 1985. *The Body in Pain: The Making and Unmaking of the World*. New York: Oxford.

### **Mikolaj Sobocinski,**

#### ***Ethnicity, Communication & Discourse: Panel in Memory of the Late Ronald Scollon***

The aim of this panel is twofold. On one hand it is believed that the late **Prof. Ronald Scollon** has influenced the academic milieu and our views on ethnicity, communication, and discourse to such a degree that his numerous works, investigations, and studies should be presented and critically reviewed to other researchers and academics pursuing similar goals or struggling with similar investigations. Just to mention a few of his publications one should recall:

- *Conversations with a one year old: a case study of the developmental foundation of syntax* (1976),
- *Linguistic convergence: an ethnography of speaking at Fort Chipewyan, Alberta* (with S. Scollon, 1979),
- *The context of the informant narrative performance* (1979),
- *Narrative, literacy, and face in interethnic communication* (with S. Scollon, 1981),
- *Intercultural Communication: A Discourse Approach* (with S. Scollon, 1995),
- *Mediated Discourse as Social Interaction: The Study of News Discourse* (1998),
- *Contrastive Discourse in Chinese and English: A Critical Appraisal* (with S. Scollon and A. Kirkpatrick, 2000),
- *Mediated Discourse: The Nexus of Practice* (2001),
- *Professional Communication in International Settings* (with Y. Pan and S. Scollon, 2002),
- *Discourses in Place: Language in the Material World* (with S. Scollon, 2003),
- *Nexus Analysis: Discourse and the Emerging Internet* (with S. Scollon, 2004),
- *Analyzing Public Discourse: Discourse Analysis in the Making of Public Policy* (2008).

The magnitude of Ronald Scollon's ideas presented in those publications, as well as many other articles and speeches, deserves to be adequately analysed, reviewed, and appreciated for the sake of the wide academic audience.

On the other hand, the presentation alone of Ronald Scollon's lifetime achievements would not give credit to the impact he had on fellow academics from far and wide. For this reason his theories and research will be reflected in the studies conducted by panel contributors. Most of the speakers, co-authors of Ronald Scollon's publications and academics conducting similar studies, will discuss *Mediated Discourse*, *Nexus Analysis*, and *Discourses in Place* with presentations concentrating on applying particular theories to the analysis of communicative behaviours of authorities, media, and of individuals interacting in private and public spaces. Each presentation is going to be based on contributors' own studies, research, and publications in relation to and as the development of Ronald Scollon's ideas.

### **Jürgen Streeck, Peter Auer**

#### ***Salient space - linguistic representation and interactional organisation of place***

The contributions to this panel investigate how *spaces* are constituted as *places* through verbal and visual interaction: how through i verbal description and indexical reference, through gesture and physical *emplacement* participants give to displaced geographical locations and/or the setting of the interaction a social meaning. The panelists show how elements of space are selectively made salient through embodied spatial maneuvers (positioning, pointing, posture) as well as textually, through the choice of linguistic forms. We regard the two processes—the emplacement of interaction and the linguistic representation of space—as two aspects of a single process of embedding interaction in culturally structured social geographies.

With regard to emplacement, we put special emphasis on the fact that face-to-face interaction takes place in environments that have been prestructured by humans in order to facilitate certain kinds of interactional activities while making others unlikely or even impossible. So far, many studies have approached the actions of co-present parties without regard for these constraints built into or inscribed upon the physical space. They have abstracted interacting bodies from the places that they inhabit and in which they have become the skilled, encultured and 'emplaced' bodies that they are.. Research on place names and local reference, on the other hand, has often construed space in terms of Euclidian geometry, instead of accounting for the fact that the spaces in which we speak are themselves structured by language and interaction.

The panel showcases innovative attempts to explain how *places* are created through symbolic social interaction. Contributors were asked to address

- how do social and geographical categorization intertwine and interact?
- how are spaces made relevant to the interaction? how are they constituted? what are their interaction-relevant affordances? how do these enable and constrain action and interaction?
- how is (external and enduring) spatial structure appropriated, interpreted, and re-interpreted through participants' bodily actions and interactions?

- what is the relationship between space and place, and how should it be conceived in the context of interaction analysis?

### **Polly Szatrowski,**

#### ***Experiencing food through verbal and nonverbal behavior across languages***

This panel focuses on how people express their verbal and nonverbal experience of food in Japanese, English, German, Persian, Eegimaa and Wolof (two African languages). The data come from casual conversations over food, and food assessment and family mealtime conversations. We address the following questions 1) How are dietary habits, manners and values changing, and culturally and socially embedded in interactions involving food, 2) How does food trigger the memory of past experiences and serve as a resource for the construction of the self, 3) How do people use verbal/nonverbal behavior to assess food, influence one another's preferences, and construct identities? 4) How do speakers socialize and negotiate their experiences with food?

The panel consists of seven papers. The first two papers focus on commensality and the expression of taste and distaste at social events in German, Persian, English and Japanese. The next three papers analyze the co-construction of positive and negative food assessments in videotaped food assessment and casual conversations, in English, Eegimaa, Wolof, and Japanese. The last two papers examine how English speakers manage food as an object and subject, and how Japanese caretakers socialize children's mealtime practices in spontaneous mealtime conversations.

-Beeman presents fieldwork data on commensality, i.e., the social rituals for negotiating kinship relations, social hierarchy and public/intimate connections while approaching and leaving the table across four cultures.

-Noda reports on how food related expressions to describe taste have increased with changing food habits in Japan. The analysis focuses on expressions used to describe food, and how comments on food are used to express gratitude for inclusion in and appreciation for a social event.

-The next two papers analyze how American English, Japanese, Eegimaa and Wolof speakers use verbal/nonverbal behavior to assess food, influence one another's preferences, and construct identities. The data consist of 10 videotaped conversations each of English, Japanese, Eegimaa and Wolof speakers eating a tasting menu of authentic foods from Japan, the US and Senegal. Bassene and Szatrowski demonstrate how speakers choose between native and loanwords to negotiate food assessments and identity in the Eegimaa and Wolof data. Szatrowski focuses on similarities and differences in Japanese and English food assessment practices.

-Koike analyzes how knowing and unknowing Japanese participants deploy multiple resources to achieve mutual understanding of one another's personal experiences of food in descriptions and explanations of strange foods that they had eaten previously.

-Wiggins uses a discursive psychological/conversation analytic approach to examine English assessments of disgust in family mealtime conversations in the UK, focusing on how they manage food as object (how much and what kind) and subject (taste).

-Burdelski demonstrates how Japanese caretakers' socialization of children into mealtime practices is closely related to socialization into affect, identity and taste in spontaneous videotaped conversations over meals.

By elucidating the dynamic co-construction of assessments and cultural identities through food, the papers contribute to research on contextualized social and cognitive activity and language socialization. They also suggest ways to integrate linguistics with food science, and advertising, and improve cross-cultural understanding, food distribution and consumption worldwide.

### **Maite Taboada, Radoslava Trnavac**

#### ***Nonveridicality, evaluation and coherence relations***

The panel brings together a diverse group of researchers with interests in three main areas with connection to evaluation in discourse: nonveridicality, evaluation, and coherence relations.

Evaluation and nonveridicality engage in an obvious interaction. Evaluation may be expressed as definitive, or it may be tempered by a nonveridical element, in which case it tends to have a weaker effect. Consider the difference between (1) and (2).

(1) He is a good student.

(2) He could be a good student.

The modal verb in (2) indicates that the positive evaluation is weakened, or downtoned, to a potentially negative appraisal of the student.

We use evaluation as an umbrella term that can be instantiated as Appraisal Theory (Martin and White, 2005), evaluation (Bednarek, 2006; Hunston and Thompson, 2000), stance (Biber and Finegan, 1989), or subjectivity (von Stechow and Gillies, 2010; Langacker, 1990; Lyons, 1982; Moltmann, to appear; Stephenson, 2010). Nonveridicality (Giannakidou, 1998; Zwarts, 1995), or irrealis (Fleischman, 1995) refers to the expressions, such as modals and negation, that affect the truth conditions of elements in their scope, and, in particular, of evaluative elements. Finally, coherence relations are the focus of the panel because they interact with nonveridical markers to change the meaning of evaluation (Asher et al., 2009; Dancygier and Sweetser, 2005; Sanders and Sweetser, 2009). In the next two examples, the fact that the positive evaluations (*capture great*

*dramatic moments* and *fun is good*) are embedded in a concessive and a conditional sentence respectively, affect the evaluation in subtle ways.

(3) ... although he can capture great dramatic moments, he doesn't give anyone the idea on what type of film this should be.

(4) Fun is good, but only if you know when to stop.

Contributions are both theoretical and empirical. From a theoretical point of view, contributions reflect the interface between evaluation, nonveridicality and coherence. From empirical perspectives, the panel shows examples of corpus analyses, qualitative descriptions of texts, computational implementations, and psycholinguistic experiments showing the interpretation of evaluation, nonveridicality and coherence relations.

### **Sachiko Takagi, Yasuko Kanda**

#### ***Femininity and masculinity in Japan: Pragmatic analyses of their representations in discourse***

The aim of this panel is to clarify femininity and masculinity as they are represented in Japanese discourse. At one time in Japan, the main condition for femininity was "being meek like a doll", as promoted in the teachings of Confucius. Now, in modern Japan, there seem to be efforts to reduce the gender gap. So how then, have images of femininity and masculinity changed?

This panel will analyze Japanese discourse to investigate

- 1) the way in which gender is constructed in discourse,
- 2) what images of femininity and masculinity are represented, and how they are evaluated,
- 3) whether or not the social expectations of femininity and masculinity have changed.

First, Hayashi states that women's bodies are often associated to color, shape, taste, and smell of food, plants, and nature as a signifier in metapragmatic practices of making referents accountable. She will analyze the semantic components of the referents formulated in discourse to identify what is constructed common among the components in terms of gender, and expose a hidden gendered value structure. She will report that taste, one of the human senses, is basic to the creation of metaphorical expressions and reflect on the normative structure that is constituted by a now familiar set of binary oppositions in terms of taste.

Takagi will critically analyze magazine articles regarding Japanese career women to clarify the qualities that Japanese society expects in career women. On the basis of Talbot (1992)'s notion of "text population" and Fairclough (1995, 2001)'s concepts of CDA, she will examine the representation of "femininity" and "identity as career women" and consider how these two seemingly contradictory qualities coexist in the articles

Inenaga will conduct a critical discourse analysis (CDA) by examining Japanese parenting magazines for mothers and fathers. Based on the framework of CDA put forward by Fairclough (1992, 2003), she will analyze the representations of maternity and paternity in these parenting magazines. She will examine what assumptions these magazines are founded upon in order to clarify the "ideological common sense" of maternity and paternity in public discourse.

Kanda states the phrase 'herbivorous men', a term applied to men who are home-oriented and not aggressive toward women, has rooted in Japanese society in the four years since it first appeared in the media. She insists this shows that the antagonistic concept to the so-called traditional 'masculinity' has been accepted by Japanese. She will examine contemporary media blogs to investigate: 1) the presumed image of 'masculinity', 2) their evaluation of the phenomenon, and 3) the spread of the discourse and its establishment.

Yamane-Yoshinaga, Ohta and Abe will analyze the interview discourse of female dementia patients in interviews and examine the "femininity" there. This group will show that their discourse contains a lot about the relationships within families, especially with the husband, and that these women seek their husbands' comments when they want to talk about forgotten episodes, rarely telling about their jobs and social affairs. This group argues these women's discourse reflects Japan's male-dominated society.

### **Tom Van Hout, Gabriela Pounds, & Bram Vertommen**

#### ***The nature and entextualization of journalistic stance: Cross-linguistic and cross-media insights***

The encoding of authorial voice has been a central concern in the (critical) analysis of (primarily) English news discourse. According to Martin & White (2005), for example, the journalistic representation of people and events patterns in three distinctive styles: reporter voice, correspondent voice and commentator voice. These journalistic styles are linked to expressive choices that either foreground authorial presence, and thus the subjective nature of the contribution ('analytical', 'editorial', 'interpretive' reportage), or reduce the signs of authorial presence to some degree, thus reinforcing an impression of objective representation (i.e. 'neutral', 'balanced', 'factual' reportage). Relevant discursive choices include attitudinal expressions (evaluation of people and events and expression of affect) and the extent to which they are attributed to the authorial voice or external sources. Recently, the focus has shifted towards the expression of authorial voice in languages other than English

(Thomson, White & Kitley 2008; Pounds 2010) and towards the exploration of the social process leading to the construction of the final news product (entextualization) (Van Hout & Macgilchrist 2010), which arguably bares on the authorial voice encoded in it.

In keeping with the conference theme of ‘Pragmatics and its interfaces’, this panel further explores and extends this agenda by examining if and how the nature and entextualization of journalistic stance varies across different

- languages
- modalities (spoken vs written language)
- news media (print, broadcast, online); and
- practices (e.g. sourcing, interviewing, news writing)

The papers in this panel analyze authorial stance presented in the final news product and/or elements pertaining to the entextualization process that leads to it. The concept of authorial stance/voice is studied from a variety of theoretical perspectives (including but not limited to Martin and White’s ‘appraisal’ framework).

Martin, James R. and White, Peter R.R. (2005). *The Language of Evaluation: Appraisal in English*. London: Palgrave Macmillan.

Pounds, Gabriela (2010). Attitude and subjectivity in Italian and British hard-news reporting: The construction of a culture-specific "reporter" voice. *Discourse Studies* 12, 106-137.

Thomson, Elizabeth A., White, Peter R. R. and Kitley, Philip (2008). "Objectivity" and "hard news" reporting across cultures. *Journalism Studies* 9, 212 - 228.

Van Hout, Tom and Macgilchrist, Felicitas (2010). Framing the news: an ethnographic view of financial newswriting. *Text & Talk* 30, 147-169.

## **Daniela Veronesi, Sergio Pasquandrea**

### ***Interaction and discourse in music settings***

In recent decades, the interplay between language and music has drawn specific interest both from musicology and linguistics, in that research has shown the crucial role jointly played by diverse semiotic resources in the accomplishment of interaction in musical contexts and in the construction of shared identities within communities of musicians.

Ethnomusicologists and linguistic anthropologists, for instance, have investigated music making by considering both actual practices and musicians’ discourse about such practices, particularly for jazz and improvised music (Berliner 1994, Monson 1996, Duranti & Burrell 2004, Duranti 2009, Fischlin & Heble 2004, among others); musical communication has also been examined under a sociolinguistic, pragmatic and discursive perspective (see for instance Ogren 1991, Gabbard 1995a, 1995b, Floyd 1995, Störel 1997, Tucker 1999, Stein 2003, Pasquandrea 2010), in order to further explore the role played by language use in characterizing an elusive field like music and music-making, as well as in constructing music communities of practices. Finally, new impulses have been provided by studies which have looked at how multimodality contributes to the organization and the development of musical action (see Poggi 2002, Boyes Bräm & Bräm 2004, Streeck & Oshima 2005, Haviland 2007 and *forthcoming*, Streeck & Henderson 2010, Veronesi *forthcoming*). The panel proposed here aims at advancing this body of research by examining interaction in music settings and discourse about music and their connections; specifically, the questions to be addressed include:

- 1) What is the interplay between verbal communication and music making – both intrinsically multimodal activities – and how does such a relationship contribute to participants’ coordination towards (verbal or sonic) joint activities and the co-construction of different participation frameworks?
- 2) How are potentially available semiotic resources (talk, music, body, space, objects, etc.) drawn upon in order to negotiate meaning and action when making music together? How do such practices both display and shape interaction in different types of events and for participants displaying varying musical and/or linguistic competences (for instance, instructional activities, professional rehearsals, performances, both within specific speech communities and in international, exolingual settings)?
- 3) How do musicians talk/write about their own identity and the actual practices of music-making? How does discourse about music (e.g., musicians’ autobiographies, interviews on magazines and other media, critics’ reviews, musicologists’ reflections) contribute in reinforcing the identity of a community of musicians and in the emergence of particular sub-communities? How do musicians support, contrast or criticize “dominant discourses” about their own identity?
- 4) How and insofar is language use a resource for the construction of musicians’ professional identity and personal voice? And what are the relationships between discourses about music and actual music-making practices?

## **Matylda Weidner, Tanya Romaniuk**

### ***First Actions: Design, Ascription and Recognition***

This panel will address the issue of first actions, in terms of their design, ascription, recognition, and adaptation to diverse contexts of locally unfolding talk.

As Schegloff (2007: 2) observes, “parties to talk-in-interaction monitor...the talk-in-a-turn in the course of its production for what action or actions its speaker might be doing with it. One basic and omnirelevant issue for the participants for any bit of talk-in-interaction is “why that now” (Schegloff and Sacks 1973: 299), and the key issue in that regard is what is being done by that (whatever the “that” is). And the parties monitor for action for the same reason they monitor for the other features we investigate; namely, because the action that a speaker might be doing in or with an utterance may have implications for what action should or might be done in the next turn as a response to it.”

For the last 40 years or so, it has been commonplace in Conversation Analysis to gloss pragmatic actions in simple lexical terms (e.g., ‘invitations’, ‘questions’). Indeed, it appears that much of what we know about first actions has been based on our vernacular understandings of them. This panel seeks to redress this issue by expanding on recent work (e.g., Curl and Drew 2008), and contributing further empirical analyses on the formats, implementation, and understanding of first actions.

Specifically, panel presentations will address the following issues:

- \* How are particular actions formulated?
- \* How do we, as analysts, ascribe actions to specific units of talk?
- \* How do particular linguistic and other practices intersect with relevant features of the interactional context to render actions recognizable in particular ways?
- \* When a speaker constructs a particular action, how do recipients display their understanding of that action in its local context?
- \* In what ways are pragmatic actions vehicles for accomplishing other action(s)?

By bringing together empirical research from both junior and senior scholars, panel participants will begin to explore these issues in three contexts (namely, invitations, self-deprecations, and silence) in ordinary conversation in English and Japanese.

Curl, Traci S. and Drew, Paul (2008), 'Contingency and action: a comparison of two forms of requesting', *Research on Language and Social Interaction*, 41 (2), 1-25.

Schegloff, Emanuel A. (2007), *Sequence organization in Interaction: A Primer in Conversation Analysis Volume 1* (Cambridge, England: Cambridge University Press).

Schegloff, Emanuel A. and Sacks, Harvey (1973), 'Opening up closings', *Semiotica*, 8, 289-327.

### **Iwona Witzak-Plisiecka, Igor Zagar**

#### ***Aspect and performativity in Slavic languages (and beyond)***

Through discussions gathered in this panel we would like to contrastively explore the relation between formal grammatical features, such as tense, aspect, *Aktionsart*, mood, voice, and the corresponding (potential) performativity in linguistic expressions.

We believe that performativity is still an issue worthy of exploration. We would like to emphasize speech-act oriented research traditions outside the Anglo-Saxon world, next to better-known work by Emile Benveniste, contemporary to Austin, we would also like to draw attention to even earlier independent reflection on the actional nature of language, e.g. that of Škrabec (1911) in Slovenian or Koschmieder (1934) in Polish.

In the Anglo-Saxon world “the performative” is directly associated with John Austin’s theory of speech acts, subsequently developed by John Searle, which concentrates on the institutional aspect in speech action. In turn our Slavic perspective seems to tend towards grammar and logic-oriented issues and focuses on the syntax-pragmatics, form-function relations.

In describing what is happening, what is going on “right now” as we speak, all Slavs would use the present tense of an imperfective and not a perfective verb. It, therefore, should not come as a surprise that in all Slavic languages performatives usually take the imperfective aspect. Dickey (2000: 177-178), however, quite contentiously observes that the North Slavic languages all allow coincidence of simultaneous actions with performative verbs and certain *verba dicendi* (taking the perfective aspect [sic!]) to some degree, “while the South Slavic languages, with the exception of Slovene, almost never do. Within the North Slavic languages, West Slavic exhibits a much higher degree of coincidence with performative verbs [...] than East Slavic does.”

There is thus an unsolved puzzle whether performativity can be directly related to tense and aspect and accounted for in a systematic way. Is the form-meaning of a performative necessarily either highly institutional or vague? To quote Stanislav Škrabec, a 19<sup>th</sup>-century Slovene linguist, “[a]s long as we are only promising (*imperfective*), we have not promised anything yet, and if we are not (doing anything) but promising (*imperfective*), we cannot take anything as having been promised.”

Faced with such problems, in this panel we would like to focus on Slavic languages, whose rich and ramified morphology has not been widely documented with regard to the morphology-syntax-semantics-pragmatics interface. However, we believe that contrasting varied, even potentially contradictory Slavic data (cf. H. Galton’s *The Main Functions of the Slavic Verbal Aspect* (1976) and S.M. Dickey’s *Parameters of Slavic Aspect* (2000)), with related data from other language families can shed new light on the still mysterious and elusive concept of the performative value. In particular, we would like to explore the potential of converging Slavic linguistics research on tense, aspect and mood with the Anglo-Saxon research on related formal features of performativity, e.g. the work on mood such as Robert M. Harnish’s.

**Ruth Wodak, Michal Krzyzanowski, & Helmut Gruber**

***The Pragmatics of (New) Genres in Political Communication***

Communicative genres have been one of the major research topics in pragmatically oriented investigations of spoken and written discourse during the last decades. They have been modelled from rhetorical (Bazerman, 1988; Miller, 1994/1984), systemic-functional (Egins and Martin, 1997), activity-theoretical (Russell and Yanez, 2003), functional-pragmatic (Bühlig, 2005) as well as sociological perspectives (Günthner and Knoblauch, 1994). Moreover, different methodologies (ethnographic, discourse-analytic, corpus-linguistic etc.) have been applied in investigating them (Krzyzanowski and Oberhuber, 2007; Wodak and Meyer, 2009).

Interestingly, in all these approaches many conceptions of “genre” share some basic characteristics (Muntigl and Gruber, 2005): genres are viewed as abstractions; genres are related to other genres in the social field in which they are relevant; genres have a stabilized, yet flexible structure; genres activate certain situational contexts and are realized in these contexts; the use of genres implies certain interpersonal roles; genres orient towards a social purpose; genres have semiotic, social and cognitive dimensions; genres are realized in mono/uni-modal or multi-modal ways.

However, research on the specific functions of various genres and their change in the emerging, new forms of politics is rare. Mostly, political speeches (Charteris-Black, 2006; Reisigl, 2008), election posters (Richardson and Wodak, 2009), internet discussion forums (Wright, 2006), policy papers (Muntigl et al., 2000; Krzyzanowski and Wodak, 2010), and debates in TV and parliament have been focused upon (e.g. Fetzer and Lauerbach, 2007) or – much less frequently – press conferences (Ekström, 2009) or *backstage* political interactions (Wodak, 2009). Moreover, the manifold functions of new hybrid genres in the Internet, such as Blogs, Facebook, or Twitter seem to be neglected to date although, as recent research illustrates (e.g. Myers, 2010), the trend towards personalization and commodification in politics has triggered vast usage of these new forms of communication. Indeed, as Graff (2009) states, Barack Obama would probably not have been elected without such multimodal networks.

This panel aims at bringing together researchers who deal with (traditional and new) genres in political discourse, a rather new domain of applied pragmatic genre research. The contributions will deal with political genres under various theoretical and methodological perspectives, with their context-dependent functions, and the knowledge implied and presupposed when addressing specific (global, transnational, national or regional and local) audiences, and the Genre-inherent argumentation and related persuasive means used to convince viewers or readers of specific political agendas. In this way, the panel will ensure a comprehensive view of the phenomena under consideration.

## PANEL CONTRIBUTIONS

**Keiko Abe,**

*A Comparative Study of the Roles of Advisors in the U.S. and in Japan, with a focus on the differences in the advisors' goals*

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

The purpose of this study is to examine, by analyzing advice giving discourse, the function and the role of language in the communication exchanges between an advisor and an advice seeker.

Even though advice giving discourse has a common prototype, which is, the advice seekers present their problem and the advisor responds and proposes a solution in return, the contents of the problems and the advice given are reflections of the differences in the norms and culture of their background.

The data has been recorded and transcribed from a total of 150 radio programs, which were aired between 2003 and 2005, both in the U.S. and in Japan.

Most of the examples in the U.S. data were of the type that presented a concrete action and the advice seekers accepted the advice, while most of the most examples in the Japanese data were of the type where the advisors tried to change the advice seekers' viewpoint and the advice seekers accepted the advice. The remarkable difference between the U.S. data and the Japanese data was that there were more unsuccessful attempts at giving advice in the U.S. data than the ones in the Japanese data.

More specifically, the present study focuses on the advice which changed advice seekers' viewpoints in the U.S. and in Japan. The analysis indicates that patterns, forms, and the usages of address terms were different in English and in Japanese. In addition, a further point of contrast between the U.S. data and the Japanese data was that Japanese advisors placed more of an emphasis on the attitude than on the content of the advice itself. They attempt to demonstrate their sincerity so that the advice seekers would rely on the advisors. On the other hand, U.S. advisors tried to persuade advice seekers through the presentation of logical and rational content.

In short, then, the main focus of U.S. advice giving discourse was finding a practical way of problem solving without considering the advice seekers' intentions. In contrast, the main focus of the Japanese advice giving discourse was the sharing of information between advisors and the advice seekers.

**Silvia Adler,**

*(Semi-)silent arguments in the graphic novel*

[contribution to the panel *The Pragmatics of Silence*, organized by Kurzon Dennis]

In general, graphic novels convey meaning through various interactions between two concurring communication channels: text and image.

This study focuses on the iconographic channel of the graphic novel as a particular occurrence of silence. In comics, images render available the concrete circumstances of the enunciation and often orient the reader towards the identification of language in action (Austin 1962), or towards the selection of a particular communicative intention, a process which coincides with Saville-Troike's silences that carry illocutionary force and perlocutionary effect (1985), or with Kurzon's silences – intentional signifiers – alternating with an utterable signified, i.e. a content that may be expressed verbally (Kurzon 1998). Moreover, pictorial messages in comics, as much as silence, may be beneficial in many ways, for instance when the message is too delicate or controversial to be put into words.

As for argumentation, if we bear in mind the fact that comics are not specifically intended to persuade, one wonders how argumentation could be of any relevance to this domain. However, as Amossy (2008) argues, a text which does not exclusively aim at convincing, does not seek any less to exert influence over its addressees or to adjust their standpoints. This amplified conception of argumentation allows us to look into the (semi-)silent components used for the purpose of arguing in favor of a point of view in the graphic novel.

In particular, we will concentrate on two different sets of arguments: (1) semi-silent arguments resulting from the interplay between verbal and visual language and (2) silent arguments emerging within an entirely visual scene, where images alone regulate the quantity or the quality of information given at a certain point of narration with the aim of leading the addressee to a certain tacit conclusion.

Amossy, Ruth (2008). "Argumentation et Analyse du discours: perspectives théoriques et découpages disciplinaires " *Argumentation et Analyse du Discours* n° 1 *L'analyse du discours au prisme de l'argumentation*,

Sous la direction de Ruth Amossy et Roselyne Koren. <http://aad.revues.org/index200.html#quotation>

Austin, J. L. (1962). *How to Do Things with Words*. Oxford - OxfordUniversity Press.

Kurzton, Dennis, 1998. *Discourse of Silence*. John Benjamins Publishing company, Amsterdam, Philadelphia.

Saville-Troike, Muriel, 1985. "The Place of Silence in an Integrated Theory of Communication". In: Tannen, Deborah and Muriel Saville-Troike (eds.) *Perspectives on Silence*. Ablex, New Jersey.

**Yvonne Agbetsoamedo,**

***The Selee Diminutive morpheme –bi: Origin, form and function***

[contribution to the panel *Morphopragmatics of diminutives in African languages*, organized by Amfo Nana Aba Appiah]

The paper examines some of the meanings and interpretations associated with the use of the diminutives in Selee - a Ghana-Togo-Mountain language.

Preliminary survey in the language has revealed that there is at least one diminutive morpheme –bi which can be glossed as ‘small’. This morpheme is derived from the word *obi* ‘child’ and usually suffixed to a noun and the resultant word gives rise to a diminutive interpretation. For example the word for ‘man’ *osuɔɔ* can take the suffix –bi to derive *osuɔɔbi* ‘boy’. This suffix is lexicalized in words referring to things which are inherently small. For example, the word for ‘insect’ is *kabɔkɔbi*, ‘star’ *awɛntrɛbi*, ‘fingers’ *anɛɛbi*, and ‘feet’ *akpɛɛbi*. However, words which do not originally end with the suffix –bi take the reduplicated form of the suffix to express smallness or part-whole relationship: ‘a grain of rice’ *lenatibibi*, small ‘house’ *leyobibi*.

One important aspect of the pragmatics of diminutives in most African languages is the interaction of diminutive and tone. A change of tone in some cases will change the meaning of a minimal pair. For instance in Ewe, *devisia* with a high tone on the diminutive morpheme –vi will be glossed as ‘This child’ but then, if an extra high tone is put on the diminutive morpheme, a reading suggesting that the child has done something wrong or bad will be derived. In Selee, the periphrastic diminutive construction usually occurs with a low tone, which conveys a meaning of something satisfactory. On the other hand, when it occurs with a high tone, it conveys the meaning of dissatisfaction. For example; *anatiwɔtsɛwɔtsɛ* ‘small grains of rice which I like’; *anati wɔtsɛwɔtsɛ* ‘Small grains of rice which I do not like’. This goes in line with the school of thought that suggests that diminutives in particular languages may communicate contradictory meanings such as appreciation and depreciation, intensification and attenuation (Jurafsky 1996).

Defining the interlocutors in terms of social factors (eg: sex and gender) is a necessary component in the pragmatic and sociolinguistic study of diminutives. Thus, this paper will delve into the socio-cultural use of diminutives in the language. Jurafsky asserts that there is a greater tendency for children to use diminutives in “many if not most” languages in the world (Jurafsky 1996: 563).

Jurafsky, Daniel. 1996. Universal Tendencies in the Semantics of the Diminutive. *Language* 72, 3: 533-578.

**Karin Aijmer,**

***Analysing modal adverbs as modal particles and discourse markers***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

English has modal particles ‘which look like adverbs’ but can be distinguished from those on the basis of function. Høye (1997) pointed to an important function of modal adverbs namely to express emphasis or hedging (*must of course*) in mid-position. He referred to the adverbs as modal particles because they were redundant in the sentence as a result of semantic changes accompanying grammaticalization. However the modal particle meaning is not simply a weakening of meaning but there are special pragmatic meanings associated with modal particles.

Modal particles in English have been neglected because they are, above all, a functional category. Their formal properties can be assumed to differ from modal particles in the other Germanic languages. However, formal properties are not a condition for modal particle status. It has been suggested above (following Waltherit 2001, 2006) that the common function of the modal particle is to refer to the background context for speech acts. For example, when the speaker utters a declarative sentence the information is assumed to be relevant (interesting, not in conflict with what the hearer already knows, etc). On the level of the speech act this is guaranteed by a number of preparatory ‘felicity’ conditions (in the spirit of Searle’s (1969) speech act theory). The speaker can say either *John of course took over his father’s factory* or *John took over his father’s factory*. With the first alternative *of course* has the procedural or signalling meaning to comment on how the information fits with the background context (the preparatory conditions of the speech act).

We need to distinguish between discourse marker functions and modal particle functions. For example as a discourse marker *of course* guides the hearer through the discourse signalling a topic shift, new turns or the introduction of new points in the argumentation. As a modal particle on the other hand *of course* and other modal adverbs are comments on or adjustments of the interlocutors’ common ground. It will be shown that they

can also have functions such as solidarity and rapport. They can appear in contexts where they are backgrounding such as elaboration, they can be argumentative or manipulative.

Modality is a broad notion which needs to take into account both uses as discourse markers and as modal particles. This will be illustrated by a discussion of modal adverbs such as *of course*, *certainly*, *obviously*. Translations will be used as data to show how adverbs can be translated in different ways depending on whether they are discourse markers or modal particles.

Hoye, Leo. 1997. *Adverbs and modality in English*. London and New York: Longman.

Searle, John. R. 1969. *Speech acts. An essay in the philosophy of language*. Cambridge: Cambridge University Press.

Waltereit, Richard. 2001. Modal particles and their functional equivalents: A speech-act theoretic approach. *Journal of Pragmatics* 33: 1391-1417.

Waltereit, Richard. 2006. *Abtönung. Zur Pragmatik und historischen Semantik von Modalpartikeln und ihren funktionalen Äquivalenten in romanischen Sprachen*. Tübingen: Max Niemeyer Verlag.

**Yasmin Aksu,**

### ***One-on-one (Counselling) Supervision in Germany***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

Developed predominantly in social work contexts in the U.S.A., ‘counselling supervision’ is today acknowledged and wide-spread in many countries. It is seen as a vital means to assisting doctors, nurses, therapists, social workers and other members of helping professions in reflecting on their professional practices and behaviour, not least to preventing burn-out and depression. Moreover, in the past two decades the ‘supervision’ format established itself also in fields other than the traditional helping professions and is now applied in counselling/coaching processes for lawyers, teachers, and managers in various industries. Thus it competes with the more modern and business-oriented coaching formats (or does it?). This is particularly true for Germany, where in many cases the term ‘supervision’ has even become virtually interchangeable with ‘coaching’.

Concomitantly, there has been continuous research on counselling supervision in the Anglo-American world as well as in Germany, conducted mostly by sociologists and psychologists (Petzold et al. 2003). However, although many researchers have based their studies on transcripts of recordings of authentic supervision sessions (Oevermann 2003) – thus seemingly complying with conversation analytical maxims – their research interests focus almost exclusively on a) clinical and counselling supervision in *groups* and b) exploring the psychological dimension of the recorded supervision interactions, for instance with regard to transference and countertransference between supervisor and supervisees (see Giesecke/Rappe-Giesecke 1997). The interaction itself, i.e. its discursive dimension, hardly ever plays a major role, and central aspects like the forming of a working alliance have only very rarely been reviewed by using conversation analytical methods (see Boettcher 1989).

Yet, it is precisely this microanalytical approach that is able to show how supervisors present and establish themselves as ‘experts in counselling’ and ‘experts in the field’, and, moreover, how this is done in cooperation with the (accepting or skeptical) supervisee. The presented research – a conversation analytic examination of recorded authentic sessions of one-on-one (counselling) supervisions in German language – will shed light on this significant facet of supervision. Also, particular attention is paid to how the supervisors cooperating in this research project see the difference between coaching and supervision, what they expect of the research results, and the general cooperation process.

Aksu, Y. (in prep.): Kontext, Selbstverständnis und Gesprächsrealität der Supervision.

Boettcher, W.: Kontraktgespräche in der Lehrsupervision. Ein kommentiertes Transkript. In: Boettcher, W./Leuschner, G. (Hrsg.): *Lehrsupervision*. Aachen 1989. 157-186

Carroll, M.: *Counselling Supervision. Theory, Skills and Practice*. London 2006.

Giesecke, M./Rappe-Giesecke, K.: *Supervision als Medium kommunikativer Sozialforschung. Die Integration von Selbsterfahrung und distanzierter Betrachtung in Beratung und Wissenschaft*. Frankfurt am Main 1997.

Petzold, H.G. et al.: *Supervision auf dem Prüfstand*. Opladen 2003.

Oevermann, U.: *Strukturprobleme supervisorischer Praxis*. Frankfurt am Main 2003.

**Najma Al Zidjaly,**

### ***What Do Discourses In Place Tell Us About Face, Arab National Identity and Multimodality?***

[contribution to the panel *Ethnicity, Communication & Discourse: Panel in Memory of the Late Ronald Scollon*, organized by Sobocinski Mikolaj]

In *Discourse in Place: Language in the Material World* (2003), Scollon & Scollon develop an analytical framework called geosemiotics which analyzes public discourses as they are materially placed in the world. The underlying theme in geosemiotics is that social change cannot be undertaken without realizing, and

methodologizing, the fact that there exists "analytical linkages among what have mostly been separate disciplinary interests in the interaction order of face-to-face communication, the visual semiotics of signs and images and texts, and the placement of these discourses in the physical spaces in which we live and act" (p. 207). In this paper, I draw on the concept of face (Goffman, 1967) and studies of nationalism (Wodak et al., 2011) to explore, from the perspective of geosemiotics, how public signs, flyers and graffiti in the Islamic Arabian country Oman have been used by Omanis strategically as tools to approve, contest, negotiate, and finally resolve Omani national identity in the present moment, forty years after the Omani Renaissance in 1970.

The data for this paper are taken from a larger ethnographic project on Omani Arabic identity (2010-2012). In this paper, specifically, I draw upon a rich set of public displays of affection and protests created and performed by Omanis. I also examine official discourses on Omani national identity that were collected from November 2010 through April 2011, a period that marks the beginning of celebrations of Oman's 40<sup>th</sup> national day and includes the beginning and end of protests that swept the Omani nation in response to other protests in the region. Because the concept of face is key to being an Arab, especially in Oman, I build upon it and relate it to the principles of indexicality, dialogicality and selection, to analyze how Omanis negotiate Omani identity and create social change while also saving their face, the country's face, and their leader's face. Thus, I examine how Omanis achieve social change through creating a novice protesting technique that mitigates requests for change with public displays of affection and loyalty. They do this through juxtaposing a multitude of visual and verbal modalities that contest identity at one level but celebrate it simultaneously at another.

The contribution of the analysis are manifold. The paper adds not only to the theory of geosemiotics but also multimodality by developing a dynamic approach to multimodality that goes beyond conceptualizing texts as separate entities to how texts are used as cultural tools (Wertsch, 1996) by social actors to create social change. The study also has consequences for the complex question of nationalism and the equally complex concept of face in an Islamic Arabian context. This paper thus contributes to a more culturally relative approach to nationalism, face and geosemiotics. Simultaneously, it demonstrates how public discourses are cultural tools with affordances and limitations. Furthermore, the paper contributes to understanding Arabian Muslim identity, an identity that has long perplexed Western researchers because of its complexity and uniqueness.

### **Laura Alba Juez, Salvatore Attardo**

#### ***The evaluative character of verbal irony***

[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

In this paper we present the results of both a theoretical and empirical study on the evaluative character of verbal irony. Our main research concern was to provide evidence as to whether all cases of verbal irony are 'critical' in nature or not, trying to corroborate the findings outlined in previous work (e.g. Alba-Juez [1996] 2001 and 2000) not only by means of theoretical reflection and analysis, but also by presenting the results of a survey whose questions were mainly oriented toward the identification of ironical situations by English native speakers. Our main hypothesis was that, contrary to what has been claimed (most recently by Garmendia 2010), irony is not always critical or judgmental: there are cases in which the ironist is not criticizing anybody or anything, a fact which does not diminish the ironic intention or interpretation in the least. This evidence has also led us to the conclusion that the essence of irony does not reside in its evaluative nature, but in a more deeply-ingrained feature of the phenomenon that has to do mainly with a contradiction of expectations at different linguistic/discursive levels, a fact that is more in sync with Attardo's (2000) view of irony as 'relevant inappropriateness'.

For our analysis of the evaluative content of ironic utterances we draw on the findings of studies such as Thompson & Hunston's (2000), Martin & White's (2005), Bednarek's (2008) or Alba-Juez & Kaul de Marlangeon's (2010), and we show how the element of criticism or praise within verbal irony is always in the realm of what Martin (2000) has called *evoked appraisal*, which is in relation to pragmatic, covert meaning. However, we argue that there is more to irony than just covert criticism or praise. Thus when it comes to evaluation, verbal irony may be negative (criticism), positive (banter or asteism) or neutral (where the speaker may show a given stance towards someone or something which is not necessarily polarized). And it is precisely the neutral cases that show that verbal irony may contain no implied criticism or praise of the hearer or of any other participant or situation, as can be observed in, for instance, Oscar Wilde's famous ironic quote "*Life is too important to be taken seriously*". If there is any kind of evaluation in these neutral cases, it is of an 'objective' (more overt) kind, that has very little to do with criticism or praise.

The survey was designed so as to test the three main (evaluative) types of verbal irony in English, in terms of their recognition as such by native speakers of this language. The results show that the great majority of speakers recognized the neutral cases as ironical, which has therefore made us feel inclined to accept our hypothesis and to support our initial claim that the essence of verbal irony is not to be found in its possible implied criticism, but in a finer, more subtle aspect of the phenomenon which has to do with a clash or contradiction at different linguistic/discursive levels.

**Francisco Alonso-Almeida,**

***Evidentiality and epistemic modality in English and Spanish medical scientific papers: A contrastive study***

[contribution to the panel *Evidentiality and modality: Discourse-pragmatic perspectives?*, organized by Marin-Arrese Juana I.]

This paper explores the concepts of evidentiality and epistemic modality in a corpus of English and Spanish medical scientific discourse. The data for analysis are taken from *Evycorpe*, a database of English scientific papers in the fields of computing, medicine and law published between 1998-2008. For the present work, I have only used the medical papers, but the results will be implemented with the other two register subdomains in the future. The Spanish medical corpus has been gathered for this contrastive study following the same *Evycorpe* criteria of compilation.

The notions of epistemic modality and evidentiality are differently treated in the literature. Whereas for some scholars evidentiality represents a subdomain of epistemic modality, there are others who consider evidentiality as an independent category. Epistemic modality is strongly connected to the idea of “truth” and the authors’ responsibility concerning their statements (Traugott 1989; Sweetser 1990; Stukker, Sanders and Verhagen 2009). Evidentiality is seen as the coding of the authors’ “source of knowledge”, and this may eventually imply differing degrees of certainty concerning the proposition manifested. In this fashion, Dendale and Tasmowski (2001) argue that the relation between these two concepts divides into disjunction, inclusion, and intersection. In the strictest sense, evidentiality conveys no more than evidence about the source of information, i.e. disjunction. Cornillie (2009) follows this disjunctive type, and he argues that the mode of knowing should not be associated with the degree of authors’ commitment towards their texts. For Palmer (2001), evidentiality is a subcategory of epistemic modality, i.e. inclusion. Finally, scholars such as Chafe (1986), van der Auwera and Plungian (1998), Mushin (2001), and Carretero (2004) follow the intersective approach, and this implies an overlap between inferential evidentiality and epistemic necessity.

In this paper, I follow an intersective approach and, although both categories are theoretically distinct, they undergo functional overlapping. The use of these strategies might be indexical of the authors’ position and intention in discourse (Marin Arrese 2009). This said, my main objectives are: (a) to identify and classify cases of epistemic and evidential markers in English and Spanish in the first place, and (b) to describe their frequency of occurrence in each language subcorpus and their functions within discourse, mainly as stance markers. The paper concludes that epistemic markers appear in higher frequency in the English texts, whereas the Spanish ones tend to show more examples of evidential strategies, although in both cases these marker types aim to mitigate potential FTAs among other pragmatic effects.

**Hussain Al-sharoufi,**

***The Role of Societal Pragmatics in Understanding the Communicative Success of the National Bank of Kuwait, a Leading Middle-Eastern Bank***

[contribution to the panel *Situating societal pragmatics culturally and interculturality*, organized by Mey Jacob L.]

In Kuwait, the banking sector is one of the booming sectors that show promise in the development of this Middle Eastern country. The National Bank of Kuwait is one of the leading banks in the country, thanks to its excellent communicative strategies with its customers. This study is an attempt to evaluate ethos in this corporation and its success pragmatically. The NBK, National bank of Kuwait, applies a very strict communicative policy with its employees. This study attempts to analyse the communicative tactics that enable this bank to attract a large number of customers each year. In a Middle Eastern context, polite and euphemistic communication is crucial for achieving communicative goals. Therefore, the NBK adopts a very rigorous communicative policy through training its employees on how to communicate strategically with their customers. In order to assess the level of their socio-pragmatic awareness and their ability to depend on their socio-pragmatic resources to persuade their customers, a group of NBK employees was interviewed. By the same token, to see whether the same awareness is available, another group from another bank in Kuwait was also interviewed. The results of the study showed cogently that NBK employees surpassed by far their colleagues from the other bank in terms of their high socio-pragmatic awareness, which helped them significantly in attracting more customers to their bank. NBK employees showed clear awareness of strategic positive politeness and effective usage of appropriate pragmemes. When NBK employees deal with their customers, they are aware that they depend upon socio-cultural factors as frames of reference. They use these frames to shape context continuously and derive more elements to sustain interaction. Making promises, guaranteeing exceptional services, and pampering clients with versatile banking products are some of the socio-pragmatic strategies used by NBK employees.

**Nana Aba Appiah Amfo, Clement I. K. Appah**

***Lexicalized diminutive forms in Akan: Accounting for the motivation***

[contribution to the panel *Morphopragmatics of diminutives in African languages*, organized by Amfo Nana Aba Appiah]

Diminution in Akan may be expressed by the use of what is generally described as a diminutive suffix, *-ba/-wa* (Dolphyne (1988), Appah and Amfo (forthc.)), as exemplified in (1).

- |        |                    |    |               |    |                   |    |                |
|--------|--------------------|----|---------------|----|-------------------|----|----------------|
| (1) a. | <i>a-ponkye-ba</i> | b. | <i>dan-wa</i> | c. | <i>a-sekam-ba</i> | d. | <i>a-de-wa</i> |
|        | SG-goat-DIM        |    | house-DIM     |    | PL-knife-DIM      |    | SG-thing-DIM   |
|        | 'kid'              |    | 'cottage'     |    | 'penknife'        |    | 'trifle'       |

A careful look at diminutive forms involving the so-called diminutive suffix reveals that such diminutive forms can generally be put in two main groups: A and B (Appah and Amfo, forthc.). For the forms in group A, exemplified in (1), the suffix can be delineated from the base, and the base will be an identifiable lexical item in the language. The suffixed word thus denotes a diminutive form of the concept denoted by the base. On the other hand, there are a number of words containing the form *-wa/-ba* which cannot be split into an identifiable word in the language and a suffix. In spite of this, such words still do communicate various diminutive meanings as shown in (2) below.

- |     |    |                  |                     |    |                   |             |
|-----|----|------------------|---------------------|----|-------------------|-------------|
| (2) | a. | <i>kakraba</i>   | 'small'             | b. | <i>kurukuruwa</i> | "smallish", |
|     | c. | <i>abasiriwa</i> | 'middle-aged woman' | d. | <i>dwodworba</i>  | "smallish"  |

The purpose of this paper is to investigate the semantic and pragmatic characteristics of the two groups. The words which can be found in group B tend to communicate more central diminutive meanings such as small and feminine, whereas those in group A cover a fuller range of diminutive meanings including small, feminine, young, affection, admiration, non-serious, and insignificant. Two things are of interest here. First, we consider the forms in group B to have lexicalized and we examine the motivation for the lexicalization. Second, we posit, following Jurafsky (1996), that the range of meanings communicated by diminutives (typically exemplified by diminutive forms from group A) range from core/concrete meanings such as small, feminine, young to more evaluative meanings like insignificant and affection and are generally motivated by inferences made during on-line interpretation. The dependence of the meanings of these diminutives on the context, including the semantic properties of the bases they are attached to is critical in determining the communicated meanings of these diminutive forms.

Finally we observe the limited productivity of the diminutive marker *-ba/-wa* in the formation of new words in synchronic Akan.

Dolphyne, Florence (1988). *Akan (Twi-Fante) Language: its Sound Systems and Tonal Structure*. Accra: Ghana Universities Press.

Appah, Clement K. I. and Nana Aba A. Amfo (forthc.). Morphopragmatics of the Diminutive in Akan. *Lexis 6: Diminutives and augmentatives in the languages of the world*.

**Gisle Andersen,**

***A comparative perspective on quotations and speaker attitude in online interaction***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

Quotations have important functions in many types of computer-mediated communication and are at the core of interactive internet forums. By their very nature, internet forum postings involve an implicit reference to the topic being debated and, as (Crystal 2001) points out, quotations serve an important linking function in discussions and can even act as greetings. More generally, quotations are specifically echoing material explicitly mentioned in one or several of the earlier postings, for the purpose of conveying a speaker's attitude towards it.

The current paper addresses on the use of quotations in synchronous and asynchronous internet forums, and focuses in particular on a variety of lexical and non-lexical (e.g. punctuation, graphics) quotation markers, as well as representations of attitudinal stance towards the quoted material. Investigating both English and Norwegian data, the aim is to shed light on the formation of new, innovative ways of marking quotation and expressing attitudes towards them (e.g. by mini icons or emoticons, which seem to serve as the e-language's equivalent of mimicry and facial expressions), with a view to detecting language-independent and language-specific strategies and innovative features of the different CMC genres.

From preliminary studies, it is clear that a range of different linguistic means can be used as markers of quotation in CMC, but also that the emergence of new social media has increased the range of possibilities. Quotation markers include the canonical reporting verbs like *say* and *go*, but also recent neologisms like *twitter/tvitre* and *tweet* as verbs (cf. *Läppbalsom, he twittered. But what did he mean?*). The genre can be expected to bear many of the hallmarks of informal conversation; hence discourse markers with grammaticalised quotative functions, such as English BE + *like* and Norwegian quotative *bare*, do occur with this function on Twitter and elsewhere. Given the comparative and bilingual dimension of the study, the aim is to assess potential borrowing and the effect of English as a global web language. Also in focus are zero-quotations, which contain no explicit marking, but are "indications of speaker attitude that are echoed by another speaker" (Mathis & Yule 1994:63), and it is of interest to study how these are realised in the new media. Ways of representing attitudinal stance also include

discourse markers with a recent history, such as *yeah right*, which functions as a marker of rejection or ironical distance in both English and Norwegian.

The study investigates synchronous chat as well as asynchronous discussions in internet forums debating various issues. The study considers both data drawn directly from the primary sources, as well as from existing corpora containing CMC genres, such as the CorpusEye Chat corpus and an experimental Norwegian Twitter corpus.

**Jo Angouri,**

***“No today I wouldn’t go anywhere near these two” Disagreement and conflict in the corporate workplace***

[contribution to the panel *From Refusing to Schmoozing: Investigating Strategic Roadmaps for Negotiating*

*Conflict and Rapport*, organized by Boxer Diana]

Disagreement and conflict have been seen in earlier work as face threatening acts potentially impolite or dispreferred (e.g. Pomerantz, 1984). Disagreement brings the status quo into scrutiny and has been seen as bearing face implications for the interactants. However, more recent work points at the importance of context and local practices instead of an a priori approach to what is acceptable, allowed or preferred in a given interaction. From this point of view, disagreement does not necessarily affect the interactants’ relations. The boundaries between disagreement and conflict are not always clear with the latter often being referred to as escalated or aggravated disagreement. Against this backdrop this paper discusses contexts where disagreement is the norm and seeks to problematise whether disagreement and conflict are distinct phenomena but also the way and the extent in which top down and/or bottom up approaches to the analysis of discourse and relevant methodologies can capture the relationship between the two.

The paper takes a social constructionist approach and draws on naturally occurring data from multinational companies collected over the course of five years. The dataset consists of audio recordings of meetings, ethnographic observations and interviews. I take a Communities of Practice (CofP) standpoint and discuss excerpts of data featuring employees interacting in different CofP in their workplace. Special attention is paid here to meeting talk. The meeting is a central communicative event in corporate white collar workplace environments and provides the site where many aspects of workplace communication are instantiated or performed. Overall the analysis of meeting talk provides a window into the norms and practices of different workplace communities.

The analysis of the data shows that disagreement, perceived as face threatening or confrontational is typically rare in workplace talk and that interactants pay special attention to the face needs of their interlocutors (Holmes and Stubbe 2003). However in a broader sense, disagreement (i.e. opposing views) seems to be a “necessary part of the process of reaching agreement” (Bargiela-Chiappini and Harris, 1997:193) in task oriented workplace talk. ‘Deviating opinions’ are not only ‘acceptable’ but also unmarked as they typically form an inherent part of the process. Hence the paper closes by making a case for repositioning disagreement. It argues a theoretical distinction needs to be drawn between marked and unmarked disagreement which seems to be perceived as task bound and does not seem to pose a threat to the management of the meeting participants’ complex identities and relationships.

Bargiela-Chiappini, F., & Harris S.J. (1997). *Managing Language: The Discourse of Corporate Meetings*. Amsterdam: John Benjamins

Holmes, J., & Stubbe, M. (2003). *Power and Politeness in the Workplace*. London, UK: Pearson Education.

Pomerantz, A. (1984) Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shapes. In *Structures of Social Action. Studies in Conversation Analysis*, eds. John Maxwell Atkinson and John Heritage, 75–101. Cambridge: Cambridge University Press.

**Charles Antaki, Andrew Jahoda**

***Psychotherapists’ practices in keeping a session “on-track”***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

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### **Dawn Archer,**

#### ***Using an automatic semantic analysis system to explore pragmatic phenomena in English historical texts***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

In this paper, I investigate the ways in which we might use an automatic semantic analysis system – USAS – to explore pragmatic phenomena within a variety of English historical texts (comprising different genres across at least two historical periods). Created by a Lancaster University team of researchers, USAS is able to annotate unseen data (in a plain text format) at the part-of-speech and semantic field level. I will be focussing on the semtags (semantic field tags) which capture words associated with speech acts (Q2.2), im/politeness (S1.2.4+/-) and (lack of) respect (S7.2+/-). However, as the semtags have been designed with modern data in mind, I will also be discussing the problems which arise when using the tool to explore historical data, and outlining some of the solutions to these problems. These include the use of a Variant Spelling Detector (VARD) to regularise spellings, so that we capture all instances of a word or phrase, regardless of their spellings, and the team’s plans to map the 232 semtags to some of the categories of *The Historical Thesaurus of the OED* (HTOED), to help ensure historical appropriacy. The HTOED consists of the contents of the second edition of the *Oxford English Dictionary* (OED), supplemented by Old English vocabulary not included in the OED, all arranged in hierarchically-structured conceptual fields (which contain lists of synonyms and their dates of use under brief explanatory headings). HTOED was completed in 2008 and published in book form by Oxford University Press in October 2009. By bringing together the USAS tool and the *Historical Thesaurus*, we are confident that we will effectively provide a means by which we might tackle two key problems in computational lexicology; multiple meaning and variable spelling. As this paper will argue, I also believe that the tool can be used as a “way in” to the study of a variety of pragmatic phenomena in historical data.

### **Jenny Arendholz, Christian Hoffmann**

#### ***“Nice to see you still thinking of me” – (Re-)defining interpersonal relations via quoting in online message boards***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

For a long time now, pragmatics has recognized quoting as an important metacommunicative act which induces a wide array of different purposes in discourse research (cf. Cappelen & Lepore 2007, Jones & Schieffelin 2007, Bublitz & Hübler 2007). When linking the act of quoting to CMC on the one hand and interpersonal pragmatics on the other, remarkable insights can be gained. Based on previous findings in both fields of research (Arendholz forthcoming, Herring 1999, Locher/Watts 2005), our talk will focus on quoting in online message boards (MB). We are interested in how MB participants use quotes to refer to and – more importantly – to comment on other contributions and their authors. In this process, they strengthen or weaken, in a word, redefine interpersonal relations between online interlocutors. By approving or denigrating the quoted message, quoters dispose of an

effective tool to manipulate their own *face* (Goffman 1967) claims and those of the person behind the quote. In the course of this reciprocal process, quoting gains momentum as a key to doing facework.

We set out to explore the nature of quoting to express interpersonal bonds on the basis of a corpus of MB entries and signatures. Using a formal classification, we focus on the frequency of different types of quotes within these two MB templates. These frequencies will then be analyzed on a functional plane with a view to their topical orientation and to their role in (re)negotiating interpersonal relations between MB participants.

- Arendholz, Jenny (forthcoming) *Flattering and flaming. Interpersonal relations in online message boards*. PhD thesis. University of Augsburg.
- Bublitz, Wolfram and Hübler, Axel (2007, eds) *Metapragmatics in Use*. Amsterdam/Philadelphia: Benjamins.
- Cappelen, Herman and Lepore, Ernie (2007) *Language Turned On Itself. The Semantics and Pragmatics of Metalinguistic Discourse*. New York: Oxford University Press.
- Goffman, Erving (1967) *Interaction Ritual*. New York: Pantheon.
- Herring, Susan (1999) "Interactional cohesion in CMC" *Journal of Computer-Mediated Communication* 4/4, n.p.
- Jones, Graham and Schieffelin, Bambi (2007) "Enquoting voices, accomplishing talk: Uses of *be + like* in Instant Messaging" *Language and Communication* 29, 77-113.
- Locher, Miriam and Watts, Richard J. (2005) "Politeness theory and relational work" *Journal of Politeness Research* 1/1, 9-33.

**Yuki Arita,**

***Japanese single women's identity dilemma in their ideal marriage life***

[contribution to the panel *Language use in Japanese women's narratives on marriage, childbirth and childcare*, organized by Hata Kaori]

This study explores how Japanese single women perform their future wife identities in the negotiation of their ideal marriage life focusing on these women's identity dilemma in their small stories and here-and-now interaction. I employ methods and concepts in conversation analysis and membership categorization analysis through a three-step procedure of positioning, namely, the analysis of the story world, of the interactional world, and of the social context where the stories are told (Bamberg 1997, 2004; Bamberg and Georgakopoulou 2008).

The analyzed data is from a non-elicited conversation among four Japanese women in their late 20's, consisting of three single women and one married woman who have been close friends since high school. The conversation was recorded at a Japanese inn where they were staying for the night while on a trip. In the course of their conversation, one single woman starts a discussion on whether husbands in general should be responsible for providing a stable income for their wives. Verbalizing her expectation that her ideal husband should always work to support her even if he loses a stable job, she states, "I want my future husband to work even at McDonald's." While two of the other conversational participants agree with her, one woman, by offering a counter-opinion that wives should also act as breadwinners, challenges the idea. Then, the woman who started the discussion starts aligning herself with the one who offered the counter-opinion by telling a story with constructed dialogues (Tannen 1989) of her mother who is the primary source of income for the household.

In the story, the storyteller's mother advises her to find a future husband who has a stable income. Here, her mother is positioned as an expert on marriage, and the storyteller is self-positioned as an advice receiver. However, her mother also sarcastically points out the fact that she, not her husband, supports her family. By telling the story, the woman positions her mother not as a failure in marriage but rather as a "cool" independent woman. By giving that positive evaluation of her mother, she succeeds in aligning herself with the interlocutor who earlier provided the counter-opinion. At the same time, she still implies that her ideal marriage life is a credible idea. The storyteller's positioning of herself and of her mother in the story and in the interaction indicates her identity dilemma as a single woman caught between being financially dependent on her future husband and being an independent wife.

The dilemma that the storyteller expressed seems to be quite common in Japanese single and full-time working women who are part of the same generation as the four conversational participants. The identity dilemma may be reflecting Japanese society wherein one of the powerful ways for women to be considered independent from men is to be financially self-sufficient. In addition, the emphasis on the importance of a future husband's financial stability calls to mind the poor condition of the Japanese economy and also implies a tenuous social expectation for husbands to be breadwinners.

**Ilkka Arminen, Aku Kallio, & Tiina Mälkiä**

***Restricted interactional activities and their breaches in the management board meetings***

[contribution to the panel *Restricted interactional activities in institutional talk*, organized by Chevalier Fabienne]

Management board meetings are a specific institutional environment, which is characterized by somewhat restricted spectrum of talk- and non-talk activities. Management board meetings as an activity type are constituted with the help of implicit and explicit rules and restrictions on meeting behavior. We analyze in situ both parties' orientation to rules, and also the occasional breaches of meeting rules. Our study is based on multimodal conversation analysis. We explore the interplay of multimodal communicative modes – language and other semiotic resources (gesture, gaze, material objects, models, instructions and technical artifacts). Our data is collected at the Finnish universities and other public research institutes, and consists of videotaped Rectors' meetings and other management meetings. Data collection started in 2009, and is continuing in 2010. We can observe and document that management board meetings follow a semi-formal institutional order, i.e., the talk as realized is asymmetrical and following identifiable sequential patterns. Largely, management board meetings obey a given schedule based on agenda, and it is realized through recurrent sequences of action. In the board meetings studied, the parties normally follow a formal order: the presenter introduces the issue; the chair (who is the chief director/ rector of the institute) allocates turns and closes the issue. The meeting order, however, is flexible. It is not uncommon that the parties may deviate from the order. It appears that there exists both truncations, in which part of the procedure is skipped, and extensions, when discussion is continued beyond its marked closure. In the former case, the chair may take a stance immediately, thus directing the discourse narrowing possibilities for open debate. In the latter case, a participant may also prolong the discourse by opening up the chair's closure and continue talk about an issue that was marked to be closed. These breaches of meeting rules and restrictions are highly interesting; in them the strategic constellations appear to become on surface, while parties somehow try to find round-about ways to exceed the formal limitations of the meeting context. In that way our analysis concerns breaches of rules that are skillful interactional maneuvers. They are carried out to influence decisions concerning issues relevant on the agenda of the institute. Meeting behavior at the management boards is an interface between micro and macro, the parties face-to-face negotiate issues that are of strategic relevance in institutional realms outside of the institute. Our analysis seeks to explore the ways in which meeting participants' embodied, situated practices transform societal structures and reforms to social facts that have compelling power to occupy their place in the lived human experiences.

**Karin Aronsson,**

***Directives, affect, and family life choreographies***

[contribution to the panel *Affective stances, accountability and moral order in adult-child interactions*, organized by Cekaite Asta]

Directives are essential features of adult-child interaction. In a series of recent papers, it has been demonstrated that family life directives offer a multimodal and socially complex matrix for everyday negotiations, mitigations, indirectness, playful teasing, and other types of relational work, showing ways in which such routine involve relational work, that is related to "doing family" (Aronsson & Cekaite, 2010; Aronsson & Forsberg, 2010; Fasulo, Loyed & Padiglione, 2007, Goodwin, 2006; 2007).. Displays of social distance and other affective stances are intimately related to such practices..

Within a larger project on family life among middle class families in three sites (Italy, Sweden and USA), the present paper analyzes directive trajectories within Swedish families, including sequential analyses of directives, activity contracts, time bargaining, and other negotiations within family life.

In line with the author's prior work on change and social choreography (Aronsson, 1998; 2009), social order is theorized in terms of affects and alignments.

**Minna Aslama,**

***On the Jersey Shore Reality Television, Banal Nationalism and Ethnic Identities***

[contribution to the panel *The discourse of reality television: multidisciplinary and cross-cultural approaches*, organized by Lorenzo-Dus Nuria]

Reality television seems to have become the case study (if not a caricature) par excellence for the Giddensian reflexive modernity where identities are chosen, modified, negotiated, and explicitly managed. The genre in all its complexity addresses questions of gender identities and relationships, career and character (psychological) development, life style including appearances of one's body, one's spouse, as well as living space, and so on. Interestingly, in the ever growing global reality TV market, a seemingly old-fashioned, early modernist aspect of identity, that of being a member of a nation or an ethnic group, is in fashion. Beyond localisation as a marketing strategy for most formats, many shows now explicitly focus on the issue of the nation, ethnicity, and belonging. While reality TV has been extensively studied, and while its global appeal has been recognized, hardly any work has been conducted on the key theme of national/ethnic identities created and recirculated by the genre. Building on my earlier work (Aslama & Pantti 2007) on reality TV and "Banal Nationalism" beyond official representations of the nation (Billig 1995), this paper will map and analyse different discourses of

national and ethnic identities in several recent American and European reality shows. In particular, it seeks to understand reality television's way of defining one's ethnic affiliation in relation to today's complex "identity matrix", the construction of which is largely assisted by popular culture (Edensor 2002).

Aslama M. & Pantti M. (2007). *Television & New Media*, Vol. 8, No. 1, 49-67. Billig, M. (1995). *Banal Nationalism*. London: Sage Publications.

Edensor, T. (2002). *National Identity, Popular Culture and Everyday Life*, Oxford: Berg.

**Stavros Assimakopoulos,**

***On the cognitive predispositions of the speaker***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

Relevance Theory has admittedly been an innovative deviation from the Gricean prescribed path for theories of pragmatics that provides a cognitively realistic approach to ostensive communication. However, on a number of occasions, notably Horn (2005), Relevance Theory is treated as an entirely hearer-based account. Carston's reply to this criticism (2005) was that in Relevance Theory "considerations of speaker effort do play a role, although nothing like as central a role as Horn favours" in his neo-Gricean account.

In my talk, I will attempt to outline some basic tenets of a relevance-theoretic approach to language production, on the underlying assumption that, much like the hearer, the speaker is also always cognitively constrained by relevance considerations in the traditional effort/effect trade-off sense. In more detail, I will discuss the sort of intentions that are involved in utterance production as a means of ostensive communication and then connect them with a popular theory about 'planning' the information that needs to be communicated (Levelt 1989). This move would entail taking into consideration the context that is available to the hearer and making a number of choices that will enable him to deconstruct the speaker's informative intention. Given the difficulties involved in such a process, I will argue that even though the notion of 'optimal relevance' can be used in the delineation of language production processes only indirectly and somewhat 'parasitically', due to its central position in the comprehension process, the notion of 'maximal relevance' can straightforwardly apply to the subject-matter at hand. Finally, I will implement a number of empirical evidence regarding priming during language production in order to reinforce the proposed predictions and show that Relevance Theory does offer significant insights for the perspective of the speaker.

Carston, R. (2005) 'Relevance Theory, Grice and the neo-Griceans: a response to Laurence Horn's 'Current issues in neo-Gricean pragmatics'', in *Intercultural Pragmatics 2*: 303-319.

Horn, L. (2005) 'Current issues in neo-Gricean pragmatics', in *Intercultural Pragmatics 2*: 191-204.

Levelt, W. J. M. (1989) *Speaking: From Intention to Articulation*. Cambridge, MA: MIT Press.

**Dalit Assouline,**

***Specific "we" in Jerusalemite Ultra-Orthodox Yiddish***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

Speakers of Jerusalemite Ultra-Orthodox Yiddish, a contemporary dialect of Yiddish spoken in Israel, use two different first person plural pronouns: One pronoun denotes a generic "we" (Yiddish *mir*), while the other serves to refer to a specific group of people (Yiddish *undz/indz*). The specific "we" is generally used in a context of "us" versus "them", most typically in referring to a group belonging to the ultra-orthodox inner circle. This is a rare phenomenon in the languages of the world, different from the well known inclusive-exclusive distinction in the first person plural pronouns.

Pronominal systems typically reflect basic social functions and distinctions in a given speech community, and the specific "we" reflects the importance of group membership in this community to the definition of personal identity. In the ultra-orthodox speech community, group membership is the primary characteristic of one's identity, and the group controls many aspects of the life of the individual. In such a community, social boundaries are clearly defined, both externally (e.g. between ultra-orthodox Jews and other Jews) and internally (between different groups within the ultra-orthodox community). These social distinctions between different groups are mirrored linguistically by the use of the specific "we" in Jerusalemite Yiddish.

The talk considers sociolinguistic and pragmatic factors in the uses of the specific "we" in various contexts, based on a corpus of spoken ultra-orthodox Yiddish collected in the course of ten years of fieldwork in ultra-orthodox neighborhoods in Israel. The speakers are men and women from various Jerusalemite groups, all born in Israel in the 1950's and 1960's. Their use of the specific "we" in different contexts can define the major social boundaries in this society.

**Lem Lilian Atanga,**

***Negotiating gender and power in the Cameroonian parliament***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

Cameron (2006) posits that public and institutional discourse has not only been a male domain but that historically, women have been participating in public discourses. Although this assertion can be true, women have hardly been 'core' members of Communities of Practice (see Wenger: 1998, Eckett and McConnell-Ginet 1999) in which public and institutional discourse and decision making are central. Men and women in traditional African contexts tend to have gendered division of roles and thus acquire different discourse practices as they are socialised to speak in different ways following the African gender ideologies.

The paper examines how (traditional) non-formal gendered discursive practices influence interactional relations between males and females in the parliament, and how these practices help MPs to assert and empower themselves. It also examines how discursive contributions within these contexts get down-played or challenged due to the discourse practices social actors employ, the strategies of maintaining authority, asserting and/or refuting gendered positionings. Using CDA, I examine the discursive strategies used to negotiate gender and power relations. I examine how micro, usually traditional (non-formal) linguistic practices are interdiscursively drawn on in public and usually institutional contexts such as the parliament. As such, I examine how non-formal linguistic strategies are drawn on by social actors to discursively negotiate their gender and power relations in formal institutional set-ups.

To investigate this, I examine if there evidence of non-formal linguistic and private discourses intersecting with public ones within this parliamentary context, what is the effect of such strategies on gender and power relations within the parliament, and if there is a correlation between the way women and men talk and are talked to within institutional and non-institutional domains?

The data was collected using ethnographic methods and constitutes audio-recorded texts from the Cameroon National Assembly and interviews with respondents (MPs and ministers) in order to examine how and if discourse practices of non-formal contexts has an influence in formal and institutional contexts.

The analysis is based on the systemic-functional linguistic approach to critical discourse analysis (Fairclough 2001, 2003) and van Leeuwen's (1996) representation of social actors and social actions. This approach will show how language is used as a tool in the controlling and legitimating gender and power relations in the parliament.

**Hassan Atifi, N. Gauducheau, & M. Marcoccia**

***Accounting for Multi-activity in Professional Email***

[contribution to the panel *Multi-activity and fractured ecologies: Articulations between language, actions and remote settings*, organized by Relieu Marc]

It is argued (Whittaker & Sidner, 1997) that email at work can increase informational overload and fragmentation of the activity. Thus, the use of electronic mail seems to have an impact on multi-activity at work. Multi-activity refers to situations in which several courses of action are simultaneously relevant (Datchary & Licoppe, 2007).

The aim of this paper is to analyse the role of electronic mail in multi-activity. From our point of view, the question is not to assess if electronic mail may increase or not multi-activity but to study the way employees take multi-activity into account in their email exchanges.

To answer this question, we have observed uses of electronic mail in a professional situation. The field is an important company of professional training (e-learning, consulting, seminars) of 1200 employees.

First, in order to be familiar with the field, we met and interviewed some employees. We noticed that when speaking about email, they evoke spontaneously multi-activity as a dimension of the context of production and reception of their electronic messages. For example, employees assume that their recipients are engaged in multiple and fragmented activities and that they are not very available. Consequently, employees say that they implement several devices and strategies in order to make their messages salient and efficient.

Second, a pragmatic analysis of a sample of professional emails has been realised. The aim is to identify the way the content of e-mail reflects that the employees take multi-activity of their recipients into account. Several cues were observed. The sender of an e-mail often shows in his message that his recipient is engaged in multiple activities and that, consequently, he has not enough time to reply. Thus, we can observe in our data that senders apologize for temporal intrusion, mention urgency as an obvious state and a constraint, thank (in advance or not) the recipient to be reactive, etc. From our point of view, all these communicative acts contribute to build a shared context of multi-activity.

In a third step, we analysed the way e-mail messages can be seen as resources provided by the sender to allow the recipient to manage his situation of multi-activity.

Several technical, pragmatic and discursive devices can be seen as helps for the recipient of an email. For example, email is supposed to imply a low cognitive load. Then, it is often written in an explicit manner: the subject line is clearly formulated and the level of urgency is easy to identify. It is also action-oriented; an email is in relation with the activities of the recipient and it should facilitate these activities. For example, it contains a precise description and hierarchy of the tasks to realise, the time limit, etc.

In conclusion, this study shows that multi-activity is not only an external and contextual characteristic of a professional situation but also a dimension of the situation taken into account and built by users through the email exchanges. Moreover, email not only increases multi-activity but also allows employees to help their recipients to manage their multi-activity.

**Samuel Atintono, Nsoh E. Avea**

***On the semantics, pragmatics, and morphology of diminutives in Gurenε***

[contribution to the panel *Morphopragmatics of diminutives in African languages*, organized by Amfo Nana Aba Appiah]

In Gurenε (Gur, Niger-Congo) there are two central diminutive morphemes *-bila* or *-pika* which are suffixed to nouns to semantically express the notion of smallness, littleness or a midget. The morphemes can be combined with names of persons to indicate the sequence of birth of a sibling following his elder if they are both named after the same ancestor such as: *Mbo-bila* 'little or young Mboo', *Atam-bila*, 'little or young Atanga' *Nyaa-bila*, 'little or young Nyaaba', *Apoge-bila*, 'little or young Apoka', *Nso-bila*, 'little or young Nsoh' *Ayam-bila*, 'little or young Ayamga', *Ana-bila* 'little or young Anaba', *Atam-pika* 'small or young Atanga', *Nma-pika* 'small or young Nma', and *Apoge-pika* 'small or young Apoka. The diminutive *-bila* is the only form that can be attached to names of animals to refer to their young ones as we have in *nɔbila* 'chick', *ka'ambila* 'guinea fowl chick', *nabila* 'calf', *pebila* 'lamb', *bubila* 'kid', and *babila* 'puppy'. Our concern in this paper, therefore, is to examine the basic diminutive meanings associated with these two morphemes and other contextual meanings that are derived when they are combined with specific nouns. Apart from their central meanings there have been some metaphorical extensions of the meanings of the two diminutive forms to reflect power relations, affection, and even derogation. Thus, we further aim to systematically show the morpho-pragmatic contexts under which these usages are motivated. We hope to make apparent the link that exists between the basic meanings of the diminutive forms and the various contextual interpretations. The main reason accounting for the choice and distribution of the diminutives among speakers, we argue, is discourse pragmatics.

**Peter Auer,**

***Cursus vitae - life itineraries, job interviews, and the construction of place***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

An obligatory part of job interviews deals with the applicant's telling of his or her previous job experiences. This is usually done in the format of biographical narratives which, particularly in the case of more advanced jobs, include *itineraries* (as one may read the Latin term *Curriculum vitae* as used in present-day English, or its German translation *Lebens-Lauf*), i.e. the applicants' movement in space, often including stays of various lengths abroad. In this talk, based on a large collection of German job interviews, I will analyse the way in which applicants talk about the places (stages) of their professional career, and partly also their life in general, with an orientation to the interviewers' expectations of what a successful professional life means in terms of mobility and stability. In doing so, they transform locations into meaningful places, whose exact meaning is obviously of high relevance to their successful self-presentation. I will focus on the selection of locational phrases (concept level: states, regions, cities, neighbourhoods; place names vs. descriptions vs. deictics or combinations of them) and the way in which interviews and applicants jointly define the degree of resolution of place talk, from maximally abstract to zooming in into perspectival talk implying a kind of local deixis in imagination.

**Ruth Ayass,**

***Participation and Accessibility***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

Social situations can be defined and distinguished by the relations participants have in terms of their presence - they can be bodily present, or they may not share the same physical space. We usually only talk about full reciprocity when participants have direct and mutual accessibility. This is prototypically given in face-to-face situations.

The most salient characteristic of (old and new) media is their ability to (re)produce a compensation for the lack of direct and mutual accessibility, especially in those cases where participants do not share time and place. With the help of media, participants transcend the limits of time and space. The ranges of accessibility vary with different media. Especially with regards to new (or social) media, the classical distinction between absence and presence becomes obsolete as they allow for varying degrees of accessibility which can be described as a continuum of copresence. The various media thereby have varying (technical) resources for participants to claim presence and/or accessibility.

At the same time, contrarily, media can also be used to hide presence or to claim non-accessibility. Books, mobile phones or i-pods can be used (in privacy and in public) as an involvement shield (Goffman 1963). Some media have technical means to claim non-availability (e.g. status bars in skype, “away-from-keyboard”-announcements in IRC, “out of office”-notifications in mail programs etc).

The presentation will (1) systematically discuss the various features of accessibility and non-accessibility that can be found in different media and in the uses they are put to by different participants. My analyses will further show (2) that participation in and with media cannot be described in the dichotomous terms of presence or absence. Rather media allow various degrees of accessibility that are better described as a continuum.

**Peter Backhaus,**

***The Power of speed: Interactional tempo in Japanese institutional elderly care***

[contribution to the panel *Identity & relationship construction with and among the elderly*, organized by Englert Christina]

This paper looks at identity construction in Japanese institutional elderly care with special focus on the role of interactional tempo. Audio data were recorded in 2007 during a period of six weeks of field research in a geriatric health care facility at the northern outskirts of Tokyo. The recordings consist of dyadic resident-staff interactions during the morning care, a routinized set of activities that include waking up the residents, washing and dressing them, and supporting them with going to the toilet. Transcriptions have been made following conversation analytical standards.

One prominent feature in the interactions is strong tempo differences between the care workers and the residents, obviously arising from highly conflicting agendas of the two groups. While the care workers are eager to get things done as quickly as possible, the residents, most of which have just been woken up, claim the right to do things their own way and without being hurried. This results in frequent clashes of highly differing tempo preferences that have to be worked out during the interactions.

Using a conversation analytical framework, this paper demonstrates what interactional devices are used by the two groups in order to establish their tempo preferences as the default mode during the morning care activities. On the part of the care workers, these features include frequent repetitions, both turn-internal and turn-external; quick and sloppy speech delivery; and talking while moving in and out of the room. Complementary features on the part of the residents are slow speech delivery and delaying devices such as pauses, requests for clarification, and pre-disagreement prefaces. It is argued that these devices fulfil an important function in identity construction in the context of a caring institution.

**Michael Bamberg,**

***The New Life of Governor Mark Sanford***

[contribution to the panel *Interacting with and responding to narratives*, organized by Norrick Neal R.]

This presentation takes off from a publicly displayed confession by SC Governor Mark Sanford that was aired US-nationwide in the form of a live Press Conference on June 25, 2009. Three different viewer activities are analyzed that all also are publicly available: (i) the live-blog by Louise Radnofsky, who gives a minute-by-minute (“*real-time news*”) account of what is unfolding during the press conference; (ii) national news reports that comment on the press conference starting the same night (including the events the way they were picked up by the morning show “*The View*”); and (iii) bloggers’ conversations in two open threads (*GretaWire* and *Hot Air*) that started the same night as the press conference.

The analysis centers on the observation that the three different viewer activities result in three transformations of the story presented in the press conference. All three activities result in different evaluative assessments of the events presented as well as in a different evaluation in terms of who the speaker, Governor Sanford, *is*. In spite of the fact that press reports impact to a degree on what and how bloggers assess ‘the facts,’ it seems to be the representation of an authentic person (here of Governor Sanford) that colors the assessment of what happened, and here particularly the assessment of the performance of the narrator in terms of his authority versus authenticity.

In my presentation, I will demonstrate the unfolding of these different assessments, and highlight for discussion two aspects of the power of responses to the original story focusing on how it was shared and performed in the press conference: (i) how these responses to the original story and its performance construct different and new identities--and in so doing impact on ongoing political discourses (something we already know), and (ii) that these constructions center around aspects of authenticity construction. However, “*doing being authentic*” may mean something quite different for the domain of the political discourse of the press versus the discourses of the other media that are even more concerned with entertainment (e.g. in *The View*)(but nevertheless politically highly influential) versus the interactive power of bloggers who can access open threads on-demand.

**Andrew Barke,**

***Constructing identity through reference and address in the Japanese workplace***

[contribution to the panel *Linguistic Identity Constructions in the Japanese Workplace*,

organized by Minegishi Cook Haruko]

Traditionally, use of Japanese terms of reference and address has tended to be portrayed as being determined by contextual variables such as the age, social status and gender of interactants and the formality of the context (e.g. Ide 1989, Shibatani 1990, Suzuki 1999). This paper assumes the social constructivist view that social context is constructed in social interaction (Ochs 1993; Bucholtz 1999; Cook 2008), and that such terms are linguistic resources utilized by speakers for a variety of interactional/pragmatic purposes including the construction and of social identities. It examines the types of forms employed by workers in a Japanese company to refer to first, second and third person referents and considers speaker motivations behind the selection of specific forms.

The data for the study comes from two sources. a) The first consists of approximately 10 hours of naturally occurring verbal interaction, recorded over a one week period in 2008, between workers in the assembly and packaging area of a small manufacturing company in downtown Tokyo. b) The second is drawn from information obtained during interviews carried out in 2010 with the same workers concerning self-reported usage and motivations behind the selection of terms used in actual usage.

The results of the study are as follows. In this particular workplace, pronominal forms were only used in first person reference, with some speakers (particularly males with greater access to power) making use of a wider range of forms and shifting between forms more often than others. In the reference and address of others, the [family name]+suffix-*san* form was found to be the most habitually used default form among workers – the distancing effect of the family name plus title suffix making it a useful linguistic tool for workers to utilize in their everyday construction of their professional identities within the company. In reference to some workers, however, alternative forms such as [given name]+suffix-*san*, [family name]+suffix-*kun* or the affectionate sounding [nickname]+suffix-*chan* were found to be used as default forms. In order to explain the use of these apparently marked forms, an ethnographic approach was required and interviews were carried out to investigate motivations behind workers' use of forms as well as the nature of present and historical relationships between workers. As a result, it was determined that their use represents not only present attempts by workers to construct the identity of others, it also refers back to historic ones that had resulted in a form becoming closely associated with a referent and then fixed over time through habitual use (cf. Hanks 1996).

Some examples were observed in the data of variation occurring in the type of form used by a speaker to refer to a single referent. Such cases, it is argued, indicate a change in the type of identity being constructed by the speaker (e.g. professional to intimate) of another.

**Leon Barkho,**

***The role of internal guidelines in shaping news narratives: Ethnographic insights into the discursive rhetoric of Middle East reporting by the BBC and al-Jazeera English***

[contribution to the panel *More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices*, organized by Perrin Daniel]

Critical Discourse Analysis dwells at length with news stylebooks which mainly advise journalists on how certain words are to be written, policies on confused spelling or transliterating (c.f. Richardson 2008), things with little bearing on issues of ideology, power, and dialogism. And if the ideological effects of the internal guidelines are acknowledged (c.f. van Dijk 1988 and Cameron 1996), it is seldom backed by textual or ethnographic evidence. The paper attempts to fill in this gap in the literature by highlighting the role internal guidelines play in structuring and patterning the news discourse. It investigates, textually and ethnographically, the part internal guidelines assume in shaping the Middle East narratives of the BBC and al-Jazeera English. Internal guidelines are not the stylebooks which media outlets make available to the public. They deal mainly with what to say and what not to say and are supposed to be strictly confidential. In the investigation of their role, the paper relies heavily on interviews, observations and access to large portions of the contents of BBC and al-Jazeera English's internal guidelines. The paper links the textual analysis of a limited body of the broadcasters' news discourse with the social practices they have in place to see to it that the instructions of their internal guidelines are adhered to across the organizational hierarchy. The paper's ethnographic angle helps illustrate how the two news giants use their organizational power for the sake of disseminating and inculcating their ideology and viewpoints vis-à-vis the Middle East conflict. It shows that the way voices in news are represented is not wholly the work of the reporter in the field. Finally, the paper reveals that news institutions have different ways of interfering in how ideas and viewpoints are to be expressed both socially and discursively and how voices are to be 'tamed', with the internal guidelines as their main discursive and social tool.

**Julia Barnes,**

***Pragmatic flexibility in toddlers: How does exposure to more than one language make a difference?***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

Barnes (2006, 2010) describes how a trilingual girl exposed to English, Basque and Spanish from birth is able to convey a wide variety of communicative intents in English between the ages of 1;11 and 3;5 by making pragmatic use of questions. The subject was also found to develop in advance of monolingual English peers in use of question function (James & Seebach, 1982).

Przetnacki-Gierowska & Ligeza (1990) and Dore (1986) suggest that pragmatic flexibility in monolingual toddlers can be attributed to the quality of the question interaction they are involved in and to the amount of fantasy play with peers. This study explores to what extent this is true in multilingual pragmatic development and proposes additional factors which may influence pragmatic flexibility in trilingual children by drawing on further data from the same trilingual girl.

Longitudinal data showing the pragmatic use of questions by the subject in her other languages Basque and Spanish and collected during the same period as the English questions are compared with those of other Basque and Spanish monolingual and bilingual peers. The findings suggest that in the case of this trilingual child multiple varieties of exposure to questions in three different languages both during interaction with adults and in play with siblings and peers have enhanced her pragmatic development. Different styles of play and child-rearing practice associated with the culture of the languages involved are also considered as a factor in causing this. Another outcome of being brought up multilingually is the greater metalinguistic awareness reported in trilingual children (Kazazzi, 2010) and the connection between this and pragmatic flexibility is also explored here.

**Dagmar Barth-Weingarten,**

***Prosodic and other means to make story listeners say "the right thing"***

[contribution to the panel *Interacting with and responding to narratives*, organized by Norrick Neal R.]

Narratives, in various forms and extensions, constitute a central part of everyday interaction, and responding to them is an action co-constitutive of story-telling itself. Yet, so far research on narratives has often focused on how story tellers keep the floor for their extended turn-at-talk (e.g. Houtkoop/Mazeland 1985, Lerner 1991, Selting 2000, Schegloff 1996).

This contribution will draw attention to the organization of story listeners' responses. Next to syntactic and pragmatic resources, I will focus in particular on the prosodic means making story-listeners' responses relevant or blocking them. I will show that the prosodic-phonetic details in the vicinity of story listeners' responses are apparently highly ordered: The occurrence of response and non-response seems to systematically correlate with two distinct clusters of prosodic-phonetic parameters. Moreover, against the background of the wide range of possible responses to stories, including continuers, assessments and full turns, story tellers seem to indicate when which kind of response is required: The specific strength of the relevant prosodic-phonetic parameters co-occurring apparently correlates with the status of the response given in terms of full and less-than-full turn. In this way this paper underlines that narratives are co-constructed activities; responding is an integral part of telling a story, which is oriented to by the story tellers in that its occurrence and form is actively made relevant.

The data drawn upon are excerpts from the CallHome corpus, a corpus of telephone conversations of native American-English speakers with relatives and friends abroad.

Houtkoop, Hanneke & Harrie Mazeland (1985): Turns and discourse units in everyday conversation. In: *Journal of Pragmatics*, 9, 595-619.

Lerner, Gene H. (1991): On the syntax of sentences-in-progress. In: *Language in Society*, 20, 441-458.

Pomerantz, Anita (1984): Pursuing a response. In: Atkinson, J. Maxwell & John Heritage (eds.): *Structures of social action*. Cambridge: CUP, 152-163.

Schegloff, Emanuel A. (1996): Turn-organization: one intersection of grammar and interaction. In: Ochs, Elinor, Emanuel A. Schegloff & Sandra A. Thompson (eds.): *Interaction and grammar*. Cambridge: CUP, 52-133.

Selting, Margret (2000): The construction of units in conversational talk. In: *Language in Society*, 29, 477-517.

**Mamadou Bassene, Polly Szatrowski**

***Food and identity in Eegimaa and Wolof: We eat what we are***

[contribution to the panel *Experiencing food through verbal and nonverbal behavior across languages*, organized by Szatrowski Polly]

In this study we examine the use of loanwords (words borrowed from other languages), coined native words and code-switching in food assessment conversations and how it relates to identity in Eegimaa and Wolof (two languages spoken in Senegal). Following Auer (2005, 2007), we view language alternation as a way of indexing identities in social interaction. In this study, we focus on the attitude of Eegimaa and Wolof speakers when they use foreign words to assess food in videotaped conversations of 10 triads of Eegimaa speakers and 6 triads of

Wolof speakers each eating and commenting on three courses containing 3-4 foods from Japan, America and Senegal, respectively.

Preliminary analysis shows that Eegimaa participants used loanwords from Wolof (*gerette* ‘peanut’), French (*crevette* ‘shrimp’), and French through Wolof (*pobar* ‘black pepper’), and Wolof speakers used loanwords from French (*beurre* ‘butter’), English (*good*), and Arabic (*Yalla* ‘God’). The use of loanwords in food assessment was related to various factors including not only age and level of education, but also the participants’ view of the food as “foreign” and their negative assessment of the food. For example, one Eegimaa speaker categorized Japanese *aburaage* ‘fried toofu’ which tasted familiar, with Eegimaa *gaway* ‘honeycomb,’ but referred to a more foreign-tasting Japanese *senbei* ‘rice cracker’ as French *crevette* ‘shrimp.’ Wolof speakers frequently used French *pâte* and *spaghetti* to refer to Japanese *udon* ‘noodles,’ and often accompanied their use of loanwords by both nonverbal and direct verbal expressions of their negative attitude towards the foreign food. For example, in reference to the Japanese *wakame* ‘seaweed’ one Wolof woman used Wolof *xobbedd* ‘leaves from the street’ followed by two others using French *feuilles* ‘leaves’ to denote a pejorative connotation, and later they upgraded their negative assessment by code-switching into French (*Ça c’est le xob de la rue* ‘This is xob (leaves=Wolof) from the street’) to totally ridicule the food. We also suggest that native food, (food that Eegimaa and Wolof speakers eat in their society) has become an identity marker which they strive to protect in the presence of foreign food. Using loanwords to describe foreign food is a way to distance themselves from an element of foreign identity. In addition, Eegimaa speakers’ food identity competed with their linguistic identity. They often coined Eegimaa words and resorted to Eegimaa phrases to avoid loanwords and protect their language. Thus, one Eegimaa speaker referred to Japanese *senbei* ‘rice cracker’ with an Eegimaa coined word *yal’euful* ‘the one that you peel’ and resorted to using the Eegimaa phrase *mulaw alullum* ‘white person’s intestines’ to avoid using the loanword *mákoroni* ‘macaroni.’

This study contributes to research on language and ethnic identity by showing that not only the food we eat, but also the kind of language people use to describe it constitute a means to express their sense of membership in a community. This study also contributes to research on language attitudes by showing how loanwords can be used to convey a negative attitude towards an element of another culture.

**Yasemin Bayyurt,**

***Audience Participation via Communications Technology***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

TV talk shows have become an interactive entertainment system that allows members of large TV audiences to influence programs via modern communications technology, including faxes, e-mails, and phone-ins. These media enable the audience to participate in a program cooperatively, by agreeing with the hosts and guests in the studio, or a competitively, by advancing their own ideas for the edification of the audience. In this presentation, I focus on the changing nature of audience participation in two morning talk shows, both broadcast on private channels in Turkey, one in 1994 and the other in the years 2008-2010. Both shows have the same host, a famous singer, and both have studio audiences. Since both shows accepted phone-in participation from the TV audience, it is interesting to see how participation has changed. The major difference is that the TV audience in the more recent show is as active as the studio audience. They make their voices heard through text messages (SMS), mobile telephones (even while driving), e-mails, and faxes. In this paper, I compare face-to-face interaction and electronic interaction among the host, her guests, the studio audience, and the TV audience. I analyze face-to-face interactions and electronic interactions in light of politeness theory, focusing on the nature of participation via various communications media.

**Monika Bednarek,**

***‘What a day’ – evaluating historic leadership in the news***

[contribution to the panel *Nonveridicality, evaluation and coherence relations*, organized by Taboada Maite]

On 4 November 2008 Barack Obama was elected the first African-American president of the United States. On 24 June 2010 Julia Gillard became Australia’s first female prime minister. Both events were historic in their own way concerning relations of ethnicity, gender and power – one the result of a democratic election, the other the result of internal power struggles in the Australian Labour Party (ALP). In this paper I compare how *The Wall Street Journal* – America’s biggest-selling quality newspaper – and *The Sydney Morning Herald* – Australia’s biggest-selling quality newspaper – reported on these events on their front pages. The texts were analysed both automatically and annotated manually for evaluative meanings along a number of parameters such as emotivity and un/expectedness (Bednarek 2006, 2010). These parameters also include evaluations of concession/contrast as well as evaluations expressed through nonveridical elements such as modals and negation. The data was further annotated for expressions of condition (e.g. *if*) and speech act (e.g. question vs. statement). Drawing on

results from both the automatic and manual analysis, I will briefly discuss similarities/differences between the two news reports, and then point to key issues arising from the text analysis that concern hypotheticality, speech acts, condition, contrast & concession as well as the analysis of evaluation in general.

Bednarek, M. 2006. *Evaluation in Media Discourse*. London/New York: Continuum.

Bednarek, M. 2010. 'Evaluation in the news – a methodological framework for analyzing evaluative language in journalism'. *Australian Journal of Communication* 37:2: 15-50.

**Kate Beeching, Yu-Fang Wang**

***Dialogical and dialogic motivations for meaning shift at the left periphery: Well, bon and hao***

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by Beeching Kate]

The purpose of this paper is to trace the historical evolution, cross-linguistically, of left-peripheral pragmatic markers (PMs) which derive from – and remain in a polysemous relationship with – terms with the canonical meaning 'good' (such as *well*, *bon*, and *hao*). Each of these has developed a 'good up to a point' (qualified acceptance) sense, though *well* appears to be further along the pragmaticalisation scale than either *bon* or *hao*. Unlike *bon* and *hao*, PM *well* can no longer be interpreted to mean 'acceptance'. The paper explores how and why such a process of semantic change occurs and attempts to further elucidate the role of left-peripheral items.

An underlying objective of the paper is to test current theories about regularities in semantic change (Traugott and Dasher 2002), specifically the hypothesis that LP is inherently dialogical (two speakers) while RP is dialogic (two viewpoints) : items on LP are often considered to have a dialogical (logical) connective role rather than a dialogic modal role.

The paper will argue that language-external social factors such as face-management exert a strong functional pressure on the language system, in this case the semantic system; turn-taking and disagreeing with a previous speaker must be managed diplomatically, as well as efficiently. It is well-established that *well* begins a dispreferred second pair-part in an adjacency pair (Pomerantz, 1984); in addition to flagging incoherence, *well/bon/hao* mitigate the upcoming message (e.g. Owen, 1978, and Watts, 1987, take *well*, Brémond, 2004, takes *bon* and Y.F Wang and Tsai, 2005, take *hao* to be face threat minimisers).

The existence of left-peripheral *well/hao/bon* appears to undermine a strong form of the hypothesis that LP is inherently dialogical and RP dialogic: PM *well/bon/hao* immediately suggest a second view-point: they are dialogic/modal as well as being dialogical/logical (forging a coherent link with the preceding turn). Traugott (2010) makes a similar point concerning the dialogic use of Spanish *bien*.

Where *well* and *bon* occur turn-medially (non-dialogically) in synchronic data, they confer a modalising cloak on the surrounding discourse, through concession. Dialogicity appears to be a rhetorical use of dialoguality – by using *well/bon* a speaker evokes dialoguality (having a conversation with oneself, suggesting other viewpoints). [The paper will start from observations about both *well* and *hao* in diachrony and in synchrony (Schiffrin, 1987; Finell, 1989; Jucker, 1995; 1997; L.Y. Wang, 2004; H.L. Wang, 2005; Wang and Tsai, 2005; Wang et al., 2010). Less work has been conducted on the historical development of PM *bon*. The paper will therefore review recent developments in the functions of *bon* in contemporary spoken French (Beeching, 2009) and new data will be presented on its diachronic development drawn from both the Anglo-Norman Corpus and from FRANTEXT.

Finally, an attempt will be made to present a cross-linguistic semantic map (cf. Haspelmath, 2003) showing the overlapping polysemies of *well*, *bon* and *hao* with an indication of their historical development and degree of pragmaticalisation.

**William Beeman,**

***Negotiating a passage to the meal in four cultures***

[contribution to the panel *Experiencing food through verbal and nonverbal behavior across languages*, organized by Szatrowski Polly]

Food plays a central role in hospitality in virtually every culture on earth. Eating together--"comensality" is perhaps one of the most basic human social acts, and is imbued with a special ritual quality.

However, the pragmatics of approaching and negotiating a meal is variant in each society. Commensality is a social ritual in which kinship relations, social hierarchy and the passage from the public "outside" to the intimate "inside" is negotiated by stages. Each stage is frequently marked by a ritual or linguistic act in which social differences between participants are gradually reduced until all can approach the table in a relative state of equality, though hierarchy and social difference may still be ritually marked in the physical placement of participants. In this paper I will talk about "getting to and from the table" in Iranian, Japanese, German and American cultures. The linguistic and social rituals that make this transition easy and pleasant are highly structured, insuring that all will experience the happiness that comes from eliminating social differences through sharing food. This paper draws on fieldwork carried out over a number of years in Iran, Japan, Germany and the

United States. It will present linguistic, gestural and kinesic data to demonstrate the communalities and contrasts between the four different societies.

**Farah Benamara, Yvette Yannick Mathieu**

***Sentiment Analysis of Contrasts***

[contribution to the panel *Nonveridicality, evaluation and coherence relations*, organized by Taboada Maite]

Rhetorical structure is an important element for understanding opinions conveyed by a text. Using the discourse theory SDRT (Asher and Lascarides, 2003) as our formal framework, we use six types of discourse relations (CONTRAST, CORRECTION, SUPPORT, RESULT, CONTINUATION and CONDITIONAL). In this paper, we propose to study in more detail the CONTRAST relation in French (De Vogüé, 1992) (Ducrot, 1980). The aim is to determine whether the opinion expressed within a contrast discourse relation is positive, negative or neutral.

Contrasts are one of the commonly used language structure in opinion texts. A simple way to treat contrasts is to consider that this relation holds between two opinion expressions and that the polarity of a contrastive clause or sentence is computed using simple aggregation functions. For example, in (a):

(a) le film est génial mais très long (The movie is great but too long),

if we consider that the strength of the opinion word genial (great) is +3 and the strength of très long (too long) is -2, one can compute the overall polarity of (a) by combining the strengths (we have then +1), or by reversing the polarity of one of the arguments (we will have -3 or +2). This can be acceptable in such simple cases. However, sentiments expressed in contrastive sentences are harder to compute depending on how the opinions are expressed (regarding the holder and the topic) as well as on various linguistic parameters. For instance:

(a'') le film est très long mais il est génial (the movie is too long but it is great).

(b) le film est très long mais le scénario est captivant (the movie is too long but the script is enthralling).

(c) [l'idée est originale]<sub>1</sub> [mais il y a quelques passages creux]<sub>2</sub>. [Cependant, on revoit le tout avec bonne humeur]<sub>3</sub> ([this is an original idea]<sub>1</sub> [though there are some boring parts]<sub>2</sub>. [Nevertheless, you can watch the whole movie again and have fun]<sub>3</sub>)

The semantic interpretation of the contrast relation in (a) is different from the one in (a'') since in (a'') the arguments order are reversed which indicates that contrast between opinions can be asymmetrical (i.e the reader focuses more on the second argument). In (b), the contrast is between a main topic and its feature (part of) and cannot be aggregated similarly to (a) or (a'') because the topics are not in the same ontological level. Finally in (c), we have a more complex discourse structure, namely Contrast(1,2) and Contrast([1,2],3) (where 1 and 2 are elementary discourse units and [1,2] is a complex discourse unit) with two different connectors mais and cependant. Here again, the second contrast does not reverse the polarity of the opinion conveyed in the first sentence. Depending on the topic and the holder involved, a contrast relation including opinion expressions can be grouped in several categories. We focus in this paper on contrasts that hold between opinions expressed by the same holder towards the same topic (including sub-topics) as in (a), (a'') and (b). Our goal is to identify the semantic underlying contrast connectors both at the clause, sentence and intersentential levels. We propose a set of linguistic analysis based algorithms, which allows us to compute the overall polarity of a contrast relation.

Asher N. and Lascarides A. 2003. *Logics of Conversation*. Cambridge University Press.  
De Vogüé S. 1992. « Aux frontières des domaines notionnels : bien que, quoique et encore que », *L'information grammaticale* 55, p.23-27.

Ducrot O. 1980. *Les mots du discours*. Paris : Les éditions de minuit.

**Trevor Benjamin, Traci Walker**

***The pluri-functionality of repetition in other-initiated repair***

[contribution to the panel *Understanding varieties and functions of other-repetition in interaction*, organized by Oloff Florence]

It has long been recognized that repeating what someone else has said is a powerful resource for locating a problematic item in their talk (Jefferson, 1972; Schegloff, Jefferson & Sacks, 1977). However, this practice for other-initiated repair in and of itself does nothing to delineate the *nature* of the problem (e.g. as a problem in hearing, understanding, or acceptability/alignment). Even a cursory examination demonstrates that repair-initiating repeats receive a variety of treatments from the speaker whose talk is being repeated: simple confirmations (“yeah” or “right”); elaborations (“your new advisor?” → “my Japanese advisor”); repetition of the target (“two?” → “few pieces”); epistemic downgrades (“James Cameron?” → “I think no it can’t be”); and others too varied to exemplify here.

Combining conversation analysis and detailed linguistic analysis, this paper presents a focused investigation of repair-initiating repeats in English talk in interaction, focusing on both their linguistic and bodily design (e.g. accompanying facial displays of scrunched or raised eyebrows) and the sequential environments in which they occur (cf. Wu 2006 for Mandarin). Our investigation reveals that the ‘scope’ of the repeat and its status as a complete or incomplete grammatical unit, as well as the phonetic design of the turn containing the repetition, display the speakers’ estimation of their current (possibly repair-able) understanding of the prior. That is, some repeats display that a speaker is aware s/he has only got part of the message; this is done through a repetition that is only of part of a syntactic constituent, and which does not employ the phonetic markers of turn-finality (cf. Koshik, 2002). When a speaker repeats another’s prior turn or a syntactic constituent from that turn in its entirety, with the phonetic markers of turn-finality, different treatments become relevant.

The design of a repeat does not tell the whole story, however. The format of the other-repetition that is employed, and the treatments that they receive, are also shown to be conditioned by *where* they occur. First, we explicate how the epistemics surrounding the repeat, e.g. claims of epistemic access to or authority over the matter being discussed (Heritage & Raymond, 2005), influence the design of both the repetition and the repair turns. Second, it is shown that identically designed other-repetitions may be treated differently depending on the action sequence (cf. Schegloff, 2007) in which they are embedded. For instance, repeats which are often treated as addressing problems in acceptability can, following the announcement of ‘surprising news’, be heard as appropriate and aligning next actions (cf. Wilkinson & Kitzinger, 2006).

This paper contributes to our understanding of how, as a practical analytic task, participants work out whether a repetition of their talk by another indicates that the identified item is problematic, and if so, how best to handle the problem. It also re-iterates the point that ‘repetition’ is not a unary practice, even within a single interactional organization (e.g. other-initiated repair).

**Kelly Benneworth,**

***“Are you going to tell us the truth today?”: Managing honesty in police interviews with child sex offenders.***

[contribution to the panel *Lies and Liars: A Conversation Analytic Approach*, organized by Bilmes Jack]

Sex offences against children create particular difficulties for the police, as evidence in these cases is often limited to the conflicting testimonies of the accuser and the accused. Child abuse investigations often rely on establishing the veracity of suspect testimony if someone is to be convicted. There is a wealth of social science research evaluating methods of detecting deception in forensic settings for the purpose of improving the identification, apprehension, and conviction of offenders (Canter and Alison, 1999, Gudjonsson *et al*, 2004, Memon *et al*, 2003, Porter and Yuille, 1996, Vrij, 2008). However, rather than considering deception, honesty, and truth as observable products of criminal or investigative decision-making, Conversation Analysis treats them as social actions and explores how they are produced, recognised, and contested in interaction (Sacks, 1992). A few studies have examined how honesty and truth are attended to in investigative interviews (Auburn *et al*, 1999, Edwards and Fasulo, 2006) but there is little research on interviews with individuals suspected of sexual offences against children. A corpus of 20 police interviews conducted in the UK between 2000-2008 with individuals suspected of sexual offences against children were digitised and transcribed. The suspects are male, aged between 33-80, and the alleged victims are male and female, aged between 2-13. Conversation Analysis was used to examine the interactional import of terms such as *liar*, *lying*, *truth*, and *honesty*. Previous research has suggested that the words ‘honest’ and ‘honesty’ are spoken more frequently by suspected child sex offenders than the police (Benneworth, 2006) but how does honesty talk get done? What forms do honesty references take? Where are they positioned? How are they managed sequentially? What gets categorised as ‘honest’ and how is this categorisation warranted? And what are the implications of honesty talk for the progression of the investigative interview? The practical applications of conversation analysis are also discussed.

Auburn, T., Lea, S. and Drake, S. (1999) ‘It’s your opportunity to be truthful’: Disbelief, Mundane Reasoning and the Investigation of Crime. In C. Willig (ed.) *Applied Discourse Analysis: Social and Psychological Interventions*. Milton Keynes: Open University Press.

Benneworth, K. (2006) Repertoires of paedophilia: conflicting descriptions of adult-child sexual relationships in the investigative interview. *International Journal of Speech, Language and the Law*. Vol. 13 (2), 190-211.

Canter, D.V. and Alison, L.J. (eds. 1999) *Interviewing and deception*. Aldershot: Ashgate.

Edwards, D., & Fasulo, A. (2006). “To be honest”: Sequential uses of honesty phrases in talk-in-interaction. *Research on Language and Social Interaction*, 39 (4), 343-376.

Gudjonsson, G.H., Sigurdsson, J.F. and Einarsson, E. (2004) The role of personality in relation to confession and denials. *Psychology, Crime & Law*, 10: 2, 125–135.

Memon, A., Vrij, A. & Bull, R. (2003) *Psychology and law: Truthfulness, accuracy and credibility*. London: Wiley.

Porter, S. and Yuille, J.C. (1996) The language of deceit: An investigation of the verbal cues to deception in the interrogation content. *Law and human behavior*, Vol. 20 (4), 443–458.

Sacks, H. (1992). *Lectures on conversation*. Vols. I & II. Oxford: Blackwell.

Vrij, A. (2008) *Detecting lies and deceit: pitfalls and opportunities*. Chichester: Wiley.

**Fabrizio Bercelli, Federico Rossano, & Maurizio Viaro**

***A large-scale interactional structure in psychotherapy***

[contribution to the panel *The conversational practices of psychotherapy*, organized by Antaki Charles]

In a corpus of cognitive and systemic psychotherapies we identify a large-scale interactional structure which organizes participants' actions throughout the series of sessions constituting the therapies. Phases of *inquiry* and *elaboration*, both concerning patients' events and circumstances, alternate in a recursive way, elaboration being grounded in inquiry and inquiry being regularly restarted after elaboration. We describe how the two phases are interactionally organised and connect one with the other. Both are started and somehow directed by therapists, though large conversational space is allowed to patients. We show how series of *inquiry sequences*, centered on patients' tellings requested by therapists, and possibly belonging to different sessions, prepare and lead to therapists' *reinterpretations*, which start *elaboration sequences*. We also show how therapists pursue, through subsequent rounds of elaboration and inquiry, possibly belonging to different sessions, extended responses from patients to reinterpretations. Practices of *resuming past talk* are described which can connect distant parts of the therapy. The clinical meaning of the large-scale interactional project here described is conclusively touched on, and a prospect for a CA comparison of different kinds of psychotherapy is proposed.

**Jan Berenst, Marjolein Deunk , & Myrte Gosen**

***Temporality in classroom interactions; conversational practices of reasoning and knowledge construction***

[contribution to the panel *Joint Reasoning in Educational Settings*, organized by Berenst Jan]

This paper will build on the contribution of Neil Mercer (2008) on the importance of the temporal dimension in understanding educational interaction. But while he claims that conversational interactional studies are poor in discussing that aspect, we will show how students and teachers are orienting to that dimension in systematic ways in whole classroom interaction. Besides that, we will show that it is worthwhile studying that dimension to envision interactional practices that are oriented to the learning activity of the students.

In this light, we will provide three examples of conversation analytic studies with a focus on longitudinality and development. These studies do not only show learning in three different educational settings and with three different activities and subjects, but do also demonstrate three different aspects of longitudinality in educational interaction.

We will start with a longitudinal case study on the development of the interactional construction of pretend play. In this case study we follow Peggy from age 2;9 to 3;4 in preschool and analyze her pretend play interactions. Peggy's play becomes increasingly complex as she with her playmates are conversationally placing more and more elements of the play at the pretend level. Within this joint construction of more complex play Peggy and her playmates are developing speech activities like horizontal alignment and asking for clarification, that are important for emerging academic discourse practices in general.

Second, it will be illustrated that learning can be traced locally within one lesson on a recurring topic. In a kindergarten class, a teacher reads a picture book to the whole class and talks about it with the 4-6 year olds. They talk about several pages in the book that bring up a recurring spatial problem (how do we fit in something that is too big). In the course of the shared reading, children get involved in exploring this problem together and gradually seem to get a grip on it. This illustrates learning in the sense of participation as well as in the learning of 'content'.

The third study regards an orientation to learning in successive lessons on geography and science in junior high school (grade 7 and 8). We will point out that conversational practices of teachers and students that accomplish coherent reference relationships between components of consecutive whole class interactions, are contributing to the construction of knowledge and understanding of the students.

These three studies show that study participation in succeeding interactions or in consecutive sequences in one interaction, gives insight into the learning processes of children. By the analysis of these interactions in detail, we will not just discuss whether (and if so, how) students made 'progression' in the discussion of the content, but also whether and how these kinds of analyses unravel interactional practices that open up or close down opportunities for (extended) participation and, as a consequence, opportunities for learning. It will be argued that the analysis of the time dimension adds to our insights in the workings of learning in schools and in the ways in which interaction can be used to promote the construction of knowledge.

Mercer, N. (2008). The seeds of time: why classroom dialogue needs a temporal analysis. *Journal of the learning sciences 17-1*, 33-59

**Israel Berger, John Rae**

***Clients' Initiating Actions in Psychotherapy***

[contribution to the panel *The conversational practices of psychotherapy*, organized by Antaki Charles]

Psychotherapy is an emerging area of study within conversation analysis. So far, much of the research has focused on therapists' and clients' actions in sequences that are initiated by therapists (e.g., Peräkylä, Antaki, Vehviläinen, and Leudar, 2008). We are not aware of any previous conversation analytic research that offers an in depth analysis of clients' initiating actions. In other quantitative and qualitative psychotherapy research, there has similarly been very little focus on clients' talk that is not solicited by the therapist (a notable exception is Brodley, 2006). The current report offers possibly a first look into the initiating actions (see Schegloff, 2007, for a detailed primer on sequence organisation) of clients in psychotherapy from a conversation analytic perspective. The data from which we draw our analyses were recorded by one therapist and two clients over an 18 month period in the western United States. The therapist is trained as a clinical social worker and has a client-centred approach. She specialises in spiritually-oriented psychotherapy and is a spiritual companion in addition to traditional psychotherapist.

First we will show the types of initiating actions that are found in the data and compare their production to similar actions in ordinary conversation. Second, we will describe therapist responsive actions and compare these to responsive actions in ordinary conversation. Third, we will show how these sequences affect the local interactional environment beyond second action. Finally we will suggest ways in which the current research may be useful for therapist training.

Brodley, B. T. (2006). Client-initiated homework in client-centered therapy. *Journal of Psychotherapy Integration*, 16(2), 140-161.

Peräkylä, A., Antaki, C., Vehviläinen, S., and Leudar, I. (2008). *Conversation Analysis and Psychotherapy*. Cambridge: Cambridge University Press.

Schegloff, E. A. (2007) *Sequence organization in interaction: A primer in conversation analysis I*. Cambridge: Cambridge University Press.

**Susan Berk-Seligson,**

***The Linguistic Construction of Youth Gang Violence:***

[contribution to the panel *Language and Criminal Justice Systems*, organized by Berk-Seligson Susan]

El Salvador, together with Mexico, Guatemala, and Panama, has been witnessing unprecedented levels of violence during the first decade of the twenty-first century, much of it related to drug trafficking, a trade dominated by large drug cartels and a variety of youth gangs. In El Salvador, two principal gangs, the Mara Salvatrucha and the Mara 18, are said to be responsible for the country's gang violence, and they in turn rely on local, community-based smaller gangs (*clicas*) for their membership. Interviews with 120 Salvadorans (police officers, elementary and junior high school teachers, community leaders, clergy, and youth group leaders whose goal is to steer children and adolescents away from gangs) reveal a diversity of ideological positions on gang membership. While some demonize gang members, others display a more sympathetic stance toward them, inasmuch as the dense, multiplex social networks characteristic of the neighborhoods in which these gangs originate result in close relationships between the community and gang members through kinship and fictive kinship relations.

The ideological stances taken by community members are represented in the linguistic choices they make when they talk about gangs, particularly through lexical selection. The use of the term 'normal', for example, is closely tied to ideological position, as are notions such as 'reinsertion into society', in reference to persons who have left gangs, and 'calmed down' as a common descriptor for gang members who no longer participate in violent activities, but who continue to fulfill other obligations to their gang.

Other discourse strategies employed by members of the 27 communities in which the study was carried out were silence and denials of knowledge. For example, when asked if any students in their school or members of their community were gang members, some respondents reacted with silence. Others responded to such questions with denials of knowledge about the presence of gang members in their communities and denials of any knowledge of how gang members could be identified. In short, these community members distanced themselves from gangs and the illegal activities that gangs are associated with. They also made use of euphemisms and vague, allusive references to youth gangs, rather than to use the Spanish equivalents of the word 'gang'. Such distancing strategies can be attributed to the pervasive fear of criminality that has taken hold of many sectors of the Salvadoran population. It will be shown that whereas most people can distinguish between the activities of gangs and those of organized crime, they tend to conflate the perpetrators of these illegal activities, lumping together all perpetrators under two major referents: *maras* ('gangs' 'bands') and *pandillas* ('gangs'), which appear to refer to equivalent types of social groups, but which in fact are different sorts of organizations.

The discourse related to youth gangs will be shown to be associated with speaker stances on sense of security/insecurity, degree of religiosity, and adherence to codes of morality.

**Lawrence Berlin,**

***Evidential Embellishment in Political Campaigns in the US***

[contribution to the panel *Evidentiality: Theory and Practice*, organized by Fetzer Anita]

In the world of politics, politicians spend a good deal of time on campaigning. One area where both can be seen exhibiting similar verbal behavior is in their attempts to depict their opponent as unqualified for the job. These verbal “attacks” can range from mere innuendo to outright “mudslinging”. The question remains, though, about the degree of evidence necessary to bring about political ruin or, at least, the degree to which the speaker can exhibit relative commitment to what is being said about an opponent in order to sway the opinions of the voters. The focus of the current presentation, then, will be on the use of evidentiality in discrediting an opponent during the US political mid-term campaigns of 2010 and the degree of commitment for their claims exhibited by the individual candidates.

Work on evidentiality has identified that for analytic languages like English, evidential coding can manifest itself in any number of individual lexical items from modals to adverbials (Chafe, 1986), and that these forms are understood by speakers as being relative to different forms of knowledge (Aikhenvald, 2004). To that end, the study initially aims to codify the most prevalent forms of evidentials waged against opponents in US political campaigns. This examination will be conducted within a critical discourse analysis of the amount of factual information available to make and/or embellish the claim (i.e., How willing are politicians to present as factual or distance themselves evidentially from information that may or may not be substantiated for their own political gain?).

Taking the study a step further, the use of evidentiality will be juxtaposed against the degree of commitment exercised by the speakers. Brandom (1994, 2000) has indicated three types of commitment: commitment to a course of action, commitment to an assertion, and commitment to truth value. While not entirely independent of one another, existence of one does not necessarily entail the others. Examining evidentiality against commitment (cf. Berlin, 2008) can also detail whether the epistemic status and the speaker’s expression of commitment are accomplished explicitly and independently of one another or whether they are inextricably linked (i.e., Is there a relationship between politicians choice to boost or attenuate the degree of commitment in a verbal attack relative to the form of knowledge indicated and amount of evidence available?).

Aikhenvald, A. Y (2004). *Evidentiality*. Oxford: OxfordUniversity Press.

Berlin , L. N. (2008). “I think, therefore...”: Commitment in political testimony. *Journal of Language and Social Psychology*, 27 (4), 372-383.

Brandom, R. B. (1994). *Making it explicit: Reasoning, representing, and discursive commitment*. Cambridge, MA: HarvardUniversity Press.

Brandom, R. B. (2000). *Articulating reasons: An introduction to inferentialism*. Cambridge, MA: Harvard University Press.

Chafe, W. (1986). Evidentiality in English conversation and academic writing. In W. L. Chafe & J. Nichols (Eds.), *Evidentiality: The linguistic coding of epistemology* (pp. 261-272). Norwood, NJ: Ablex.

**Raphael Berthele,**

***The influence of code-switching and ethnic information on perception and assessment of foreign language competences: An experimental study.***

[contribution to the panel *Perception of Language*, organized by Bachmann Iris]

The study presented in this paper draws on different lines of research on the influence of social and other information on the evaluation of language production in school contexts. On the one hand, the influence of names or other background information is well known to influence teachers and other gatekeepers’ evaluations (Rosenthal and Jacobson, 1992 , Booth, Leigh and Varganova, 2009 ), and on the other hand, code-switching and other non-standard features in pupils’ language production is also known to affect evaluations not only of linguistic skills but also general academic potential (Crowl and MacGinitie, 1974 , Ramirez and Milk, 1986 ).

Taking into account these two research traditions, this study investigates the influence of different ethnically marked names and code-switches on teachers’ evaluations of Swiss German pupils’ oral proficiency in French as a foreign language. 3 samples of authentic students’ production have been re-recorded one by one (control condition) and by inserting code-switches into German (experimental condition). Additionally, these samples have been presented as stemming from a Swiss German native (Luca) or from a bilingual Swiss-German Serbian boy (Goran) in a 2x2 design. A total of 157 future teachers, all students at the Haute Ecole Pédagogique of the Canton of Fribourg, rated the speech samples with respect to different dimensions (fluency, correctness, but also the pupil’s academic proficiency in general).

The results will be discussed for the different evaluation dimensions separately, and the influence of the speaker identity information will be shown to have both the expected but also unexpected effects. Evidence for positive and negative stereotyping for the condition with a Serbian first name will be presented, and the interaction with the code-switches into German (or their absence) will be assessed and discussed. General conclusions will be

drawn on the effect of teachers' stereotypes and expectations, intercultural education and the perception of bilingual language proficiency.

Booth, A., Leigh, A. & Varganova, E. (2009). Does Racial and Ethnic Discrimination Vary Across Minority Groups? Evidence From Three Experiments. Sidney: Institute for Cultural Diversity.

Crowl, T. & MacGinitie, W. (1974). The influence of students' speech characteristics on teachers' evaluations of oral answers. *Journal of Educational Psychology*, 66 (3), 304-308.

Ramirez, A. G. & Milk, R. D. (1986). Notions of grammaticality among teachers of bilingual pupils. , 20(3), 495-513. *TESOL Quarterly*, 20 (3), 495-513.

Rosenthal, R. & Jacobson, L. (1992). *Pygmalion in the classroom : teacher expectation and pupils" intellectual development*. New York: Irvington Publishers.

### **Ildikó Berzlánovich, Gisela Redeker**

#### ***A corpus-based investigation of coherence and lexical cohesion***

[contribution to the panel *Pragmatic aspects of discourse coherence*, organized by Gruber Helmut]

In this talk we will show that genre influences not only the realization of coherence and cohesion, but also the extent of their alignment: in expository texts, the lexical cohesion structure is closely parallel to the relational text structure, while no such alignment is expected for persuasive or opinionating texts.

We have collected a corpus of 80 texts, containing 40 expository texts (encyclopedia entries and popular scientific news) and 40 persuasive texts (fundraising letters and advertisements). The genre structure is investigated with move analysis (Swales 1990). Moves are identified for discourse units (DU) that are the functional component segments of a text. The linear sequence of these moves is the genre structure of the text.

Coherence is investigated with Rhetorical Structure Theory (Mann & Thompson 1988). The coherence structure of a text is represented by a tree structure where the most central nucleus represents the most central DU. We map the sequence of moves onto the top levels of the RST tree, which enables us to identify the most central moves that are realized by the most central DU of the tree (Figure 1).

For lexical cohesion we identify repetition, systematic semantic relations (e.g., hyponymy, synonymy, antonymy) and collocation relations (Halliday & Hasan 1976, Halliday & Matthiessen 2004) that build up networks in each text. In this structure, the centrality of DUs and moves is calculated on the basis of the number of relations and the semantic and textual distance between the lexical items within those relations. We compare the most central moves found in the lexical cohesive structure to the central moves defined by the RST tree.

Our preliminary results for 14 texts show that the same moves ('Name' and 'Define') are central in the coherence structure and in the lexical cohesive structure for the encyclopedia entries. This is not the case for the fundraising letters, where the most central move in the RST tree is clearly the 'Solicit response' and the lexical cohesive structure is more diffuse.

We are currently extending our analysis to more texts (20 per genre) and more genres, adding popular scientific news (expository) and advertisements (as a second persuasive genre). This will allow more fine-grained comparisons as well as extending the generalizability of our results.

Halliday, M.A.K. & Ruqaiya Hasan. 1976. *Cohesion in English*. London: Longman.

Halliday, M.A.K. & Christian M.I.M. Matthiessen. 2004. *An introduction to functional grammar*, 3<sup>rd</sup> edn. London: Arnold.

Mann, William C. & Sandra A. Thompson. 1988. Rhetorical Structure Theory: toward a functional theory of text organization. *Text* 8(3). 243-281.

Swales, John. 1990. *Genre analysis. English in academic and research settings*. Cambridge: Cambridge University Press.

### **Anne L. Bezuidenhout,**

#### ***Perspective taking in conversation: A defense of speaker non-egocentricity***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

The idea of perspective taking in conversation has long been studied. There was a thriving literature in the 1960s and 1970s addressed to the issue of children's referential communication abilities. One of the main drivers of concern then was the widespread assumption (derived from Piaget) that young children are egocentric communicators. In the 1980s, young children's Theory-of-Mind capacities were the focus of research. Once again, the initial view was that young children are egocentric. More recently, the issue of egocentricity has been revived, this time surprisingly applied to adult referential communication.

Keysar and his colleagues have adapted the old referential communication paradigm from the 1960s and married it with eye tracking using the Visual World paradigm in order to assess adult referential communication abilities. They conclude that adults automatically use an egocentric perspective to anchor reference and only use their interlocutors' perspectives when a problem is detected, in which case people make adjustments to account for alternative POVs on the referent. However, this second adjustment phase is effortful and under conscious control, unlike the egocentric phase. See Keysar et al (2000).

In addition to findings in line with Keysar's claim, there are competing findings that show that adults use common ground information (which includes information about what information one's interlocutors have access to) from the very first moments of the comprehension process, thereby casting doubt on the claim that perspective taking only occurs during a second, effortful phase of communication. See Heller, Grodner & Tanenhaus (2008).

To explain the automaticity of the egocentric bias, Keysar et al (2000) speculate that there would be an evolutionary advantage for automatically adopting an egocentric perspective, since one would more often than not succeed in determining the speaker's reference without effortful calculations of alternative POVs, given that one can count on one's interlocutors to produce well-designed messages keyed to what is salient from one's own perspective. This is a problematic suggestion, because people have to adopt both speaker and hearer roles alternately in the course of a normal conversation. If people are egocentric listeners they are likely to be egocentric speakers too.

Back in the 1990s, a map task (a variant on the referential communication task) was used to assess adults' abilities to communicate about routes and locations on a map. See Yule (1997). This map task is an interactive task that requires a joint construction of what is represented on the map. I use the findings from this research to reassess the current debate between those who support Keysar's 2-phase model and Tanenhaus' multiple constraint model.

Heller, D., Grodner, D. & Tanenhaus, M. (2008). The role of perspective in identifying domains of reference. *Cognition* 108: 831-836.

Keysar, B., Barr, D. J., Balin, J. A., & Brauner, J. S. (2000). Taking perspective in conversation: The role of mutual knowledge in comprehension. *Psychological Science* 11: 32-38.

Yule, G. (1997). *Referential Communication Tasks*. London: Routledge.

## **Vilma Bijekiene,**

### ***Gendering the discourse of job advertisements in Lithuanian job market***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

This paper presents a study of gendering job market discourse in Lithuania, namely the discourse of job advertisements in Lithuanian websites. The study is fostered by the need to investigate a sociolinguistic problem of stereotypic generalizations and popular expectations about the divisions between male and female public roles surfacing out in the public discourse of job advertisements. Literature on gender and discourse offers a broad discussion on what is seen as traditional attributes of feminine and masculine interactional styles (cf. Holmes and Stubbe 2003). These attributes cluster into dichotomous lines of *sympathy*, *rapport*, *cooperativeness*, *solidarity*, *socio-emotional orientation* and *intimacy* ascribed to women with *problem solving*, *report*, *lecturing*, *status*, *power* and *independence* ascribed to men.

This sociolinguistic problem relates to the system of Lithuanian grammar which has a category of grammatical gender: masculine and feminine. Gender is shown through declensions of nouns, adjectives and pronouns and conjugation of verbs. Masculine gender was traditionally used as an unmarked form in public discourse including job advertisements. Such usage was questioned by the equal rights movement and the obligation to use forms of both genders was introduced by law. Nevertheless, job advertisements still show variation in the use of masculine and feminine forms including four possible alternatives (e.g. *manager*):

- (1) **masculine form** ( *vadybinikas*),
- (2) **feminine form** ( *vadybininkė*),
- (3) **masculine form and feminine ending** in brackets (*vadybininkas(ė)*),
- (4) **feminine form and masculine ending** in brackets (*vadybininkė(as)*).

This situation mirrors the case of *Ms/Miss/Mrs* distinction (cf. Cameron 1995; Eckert and McConnell-Ginet 2003) with the ensuing basis for stereotyping: the introduction of *Ms* did not substitute the *Miss/Mrs* dichotomy but was added as a third alternative opening a wide area for the spread of stereotypes and speculations with regard to its usage.

The study aims at testing the following **hypothesis**: *the traditional perceptions and stereotyping of gender roles and attributes, which were originally related to the private domain, permeate into the public discourse of job advertisements*. To achieve this, the following research questions have been raised:

1. *What jobs are advertised with the position expressed through the use of masculine form, feminine form or both gender forms?*
2. *Is there any relation between the grammatical gender used to express the advertised job position and the social status of that position?*
3. *Is there any relation between the grammatical gender used to express the advertised job position and the traditional gender-related attributes in the description of that position or the description of the company?*

The study is a combination of qualitative and quantitative methodology. It follows a discourse analytic approach along with the frequency analysis. The data sample of the study is comprised of 200 job advertisements.

Cameron, Deborah. 1995. *Verbal Hygiene*. London: Routledge.

Eckert, Penelope and Sally McConnell-Ginet. 2003. *Language and Gender*. Cambridge: Cambridge UP.  
 Holmes, Janet and Maria Stubbe. 2003. "Feminine" Workplaces: Stereotypes and Reality. *The Handbook of Language and Gender*, eds. Janet Holmes and Miriam Meyerhoff, 573-599. Malden: Blackwell.

**Jack Bilmes,**

***Epimenides on the phone: Talking about lying***

[contribution to the panel *Lies and Liars: A Conversation Analytic Approach*, organized by Bilmes Jack]

The data for this paper is an excerpt from the tapes that Linda Tripp made of her phone conversations with Monica Lewinsky. They discuss the fact that Lewinsky plans to lie in court about her relationship with President Clinton and that Tripp, if she is forced to testify, plans to tell the truth. The conversation turns to their different orientations toward the act of lying. The analysis examines how lying is dealt with as a category of behavior. Lewinsky treats it as a personality trait; Tripp as a morally freighted action. Lewinsky treats lying as an undifferentiated category, whereas Tripp makes finer distinctions. The analysis also examines the functions and implications of specification and the sequential and strategic aspects of Tripp's categorical distinctions. Tripp uses resources provided by Lewinsky's specifications concerning her previous lying, specifications occasioned by Tripp's expression of doubt, to make distinctions aimed at drawing Lewinsky into a morality-centered discourse.

**Galina Bolden,**

***Repair in multiperson conversation: Selecting "others" in other-initiated repair***

[contribution to the panel *Numbers in (inter)action: How the number of participants matters for the organization of talk-in-interaction*, organized by Bolden Galina]

This paper examines a previously undocumented way in which the presence of more than two interlocutors matters for the organization of repair (Schegloff, Jefferson, & Sacks, 1977): when the repair initiation is addressed to – and thereby selects as the next speaker – somebody other than the speaker of the trouble-source turn ("other"-selection for short). Repair is generally organized by reference to two local identities, ordinarily occupied by two interlocutors: the speaker of the trouble source ("self") and its (typically, addressed) recipient ("other"). In other-initiated repair, the person who produces the trouble-source turn ("self") is ordinarily the one who is selected to repair it (Lerner, 2003; Sacks, Schegloff, & Jefferson, 1974). This tendency to select the trouble-source speaker to resolve repair (and for the trouble-source speaker to provide the repair solution) may be attributed to the conversational maxim to "speak for yourself" (Lerner, 1996), which refers to people's special right and responsibility to speak on their own behalf; it is also consistent with the structural preference for self-correction (over other-correction) in that it allows the trouble-source speaker to repair his/her own talk (Schegloff et al., 1977). Under what circumstances, then, is "other"-selection used? The analysis shows that, while rare, "other"-selection in other-initiated repair sequences is a systematically deployed practice. In selecting somebody other than the speaker of the trouble-source turn to provide a repair solution, the repair initiator orients to two broad considerations: maintaining *progressivity* of talk and respecting or implementing socially distributed rights to knowledge (or *social epistemics*). The paper examines how these considerations play out in a variety of contexts and considers implications of "other"-selection for our understanding of the repair organization.

**Anna Bonifazi, David F. Elmer**

***Multimodality of text organization in a Serbo-Croatian epic performance***

[contribution to the panel *Discourse organization in oral traditions and in literatures of the past: the interface between linguistic and para-/extra-linguistic features.*, organized by Bonifazi Anna]

The present study explores the interaction between verbal and performative features in a recorded performance of an oral epic song. Recorded in 1934, Alija Fjuljanin's "Halil Hrnjičić and Miloš the Highwayman" belongs broadly to the epic tradition shared by South Slavs and Albanians, and more narrowly to the tradition of the Sandžak region, which today spans the boarder between Serbia and Montenegro. Singers within this tradition employ a *Kunstsprache* that assimilates lexical and morphological forms from Turkish and the neighboring dialects of Serbo-Croatian. Singers accompany themselves on a monochord instrument called the *gusle*. Fjuljanin's performance, recorded on 19 aluminum phonograph discs, was collected by Milman Parry, a Harvard classicist who pioneered the study of the South Slavic epic tradition as a comparandum for Homeric epic. Parry's recordings, along with transcriptions, are held in Harvard's Milman Parry Collection of Oral Literature.

The transcriptions themselves suggest the challenges and richness of this material from the standpoint of discourse analysis. Made by a local singer, Nikola Vujnović, who worked as Parry's assistant, the transcriptions do not include punctuation; line divisions follow the recurring decasyllabic metrical pattern. There is no

chunking by paragraphs: the paragraphing introduced by A. B. Lord in his influential translation therefore raises numerous questions about discourse segmentation. Fjuljanin's performance is, however, very rich in connectives, particles, and interjections that typically occur at the beginning of the line. As in the case of most other songs from Parry's collection, the music was never transcribed, doubtless because the *gusle* roughly follows the vocal inflections and because the melodic patterns are inherently irregular.

Our research focuses on the complex interaction between verbal and performative strategies in the construction of discourse organization in "Halil Hrnjičić and Miloš the Highwayman." To date there has been no such study devoted to material from the South Slavic tradition. We examine aspects of each strategy both in terms of the song as a narrative whole—observing, for instance, techniques for marking crucial high points or transitions—and in terms of the more localized contributions to narrative progress of syntactic patterns (clauses), pragmatic patterns (discourse acts), and para- / extra-linguistic patterns (melodic units).

We devote particular attention to the various performative discontinuities that sometimes—but not always—coincide with the occurrence of textual discourse markers, comparing their possible discourse-organizational functions. Crucial to our analysis is the demonstration of both cooperation and tension between the force of music and the force of words at certain moments of the performance. Overall, the complex—and only partially predictable—interlacing of verbal and non-verbal features attests to the multimodality of the performance. The demonstration of this multimodality should impress upon researchers the need for studies of oral material (or written material designed for oral performance) to temper the analysis of the verbal features with equal (or greater) attention to non-verbal features.

**Kaja Borthen,**

***On the fluidity and vagueness of the first person plural***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

This paper concerns the question of how to understand the fluidity and vagueness of the first person plural pronoun, given a precise linguistic analysis of its lexical meaning. My discussion is based on Norwegian data; i.e. recorded conversations between patients and either nurse or medicine students.

In Borthen (2010) I suggested that Norwegian *vi* ('we') encodes lexically that the addressee should look for a unique plural set which includes the speaker. I pointed out two sources for *seeming* discrepancy between this lexical meaning and specific interpretations of 'vi': (1) Groups can act in terms of representative elements; and (2) Human comprehension aims for sufficient cognitive effects for as little processing effort as possible (Sperber & Wilson, 1995), so once sufficient cognitive effects are achieved, there is no need to continue processing for a more specific interpretation. Point (1) entails that I may say "We have mowed the lawn three times" although my husband did the mowing, and point (2) entails that some uses of 'vi' may be perfectly acceptable although the addressee would not be able to delimit the upper boundary of the set referred to.

(3) is uttered by a Norwegian nurse student talking to a patient about to be hospitalized at the hospital where the student is having her practice.

- (3) ja. **vi** har nu forskjellige drikker og sånn så det e det nu bare å si ifra om når **vi** kommer om du vil ha kulturmilk eller vanlig [...]  
'Y es. **We** have various beverages and that kind of stuff so just let us know when **we** come whether you want sour milk or normal [...]

My analysis is in accordance with the fact that the two 'vi's in (3) are used to pick out different sets of people (the latter clearly not including the speaker), and that the 'vi's are perfectly comprehensible even if the addressee doesn't know exactly who counts as working at the hospital.

I will present novel data that seem to be at odds with my proposed lexical meaning for 'vi', but which can be accounted for given a proper pragmatic analysis. One must keep in mind that various pragmatic processes may modify a semantic - or even pragmatic - conceptual representation. The fact that "Have you read Shakespeare" can mean "Have you read some of Shakespeare's plays?" does not entail that we need to assume that 'Shakespeare' is ambiguous. Much in the same vein, the interpretation of 'we' may lead to one "base" referent - a rather large set including the speaker - but after consideration of relevance for the whole utterance, a subset of this set becomes the ultimate interpretation. I will show that pragmatic processes and principles can explain much of the fluidity of 'we' and decreases the need to assume lexical ambiguity.

Borthen, K. 2010. On how we interpret plural pronouns. *Journal of Pragmatics*.

Sperber, D. & Wilson, D. 1995. *Relevance*. Blackwell.

**Birte Bös, Sonja Kleinke**

***Quotation practices in English and German Internet discussion fora***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

This study, which is part of a large-scale research project on English and German forum discussions, provides a contrastive perspective on the characteristics of quoting in discussion fora accompanying non-tabloid broadcast media. As demonstrated by the contrastive analysis of two extensive sample threads from the public message boards *BBC Have Your Say* (HYS) and *Spiegel Online* (SPON), quotation practices vary considerably in these communities of practice. This does not only concern techniques and functions of quoting resulting from the specific framing conditions of forum discussions, but also the way these new media techniques merge with more traditional techniques of quoting typical for the "old media".

In both fora, quoting is actively and intentionally performed, mostly by applying copy and paste techniques. However, with regard to frequency of quoting and length of quotations, the SPON-thread is clearly much more favourable of quoting than the HYS-thread. It contains more than six times as many quotations, quotations are considerably longer, and quotation patterns are more complex. Whereas in the HYS-thread, text-only messages and one-quote-messages dominate, we find an abundance of multiple-quotes messages (cf. Barcellini et al 2005: 308f) in the SPON-thread. As other studies (cf. Kleinke 2008, Kleinke forthc.) confirm, this appears to be a general tendency in the two fora.

Clearly, due to the asynchronous, polylogal nature of forum discussion, one of the major functions of thread-internal quoting is to provide context and create adjacency (cf. Herring 1999, Eklundh/Macdonald 1994). Whereas HYS-participants almost always quote in posting-initial position, frequently repeating the topic question of the thread, SPON-participants exclusively refer to (often very specific elements of) previous postings, and posting-internal quoting is relatively common. Selected examples from the corpus will demonstrate that particularly multiple-quotes messages with a single source create an intense flavour of dialogicity.

In addition to these basic functions, this study also investigates the metapragmatic potential of quoting in the two threads (cf. Hübler/Bublitz 2007). Both threads deliver plenty of material illustrating the use of thread-internal quotations as a means of identity construction and negotiation of intergroup relations.

Summing up, the quotation practices indicate a higher degree of interactivity in the German thread than in the English one. This is also reflected in graphical network representations of the threads and further substantiated in studies on other communicative practices in them (cf. Bös/Kleinke forthc.).

**Patricia Bou Franch, Nuria Lorenzo-Dus, Pilar Garcés-Conejos Blitvich, & Patricia Bou-Franch**

***Impoliteness in USA / UK talent shows – A diachronic study of the evolution of a genre***  
[contribution to the panel *The discourse of reality television: multidisciplinary and cross-cultural approaches*, organized by Lorenzo-Dus Nuria]

Reality television has been under considerable scrutiny within the academic fields of media / cultural studies and linguistics. Within the latter, relevant work concerns analysis of impoliteness in so-called exploitative shows by 'lay' people (e.g. Bousfield 2007/2008; Culpeper 1996; Culpeper et al 2003) and/or 'experts', ranging from forthright property gurus (cf. Lorenzo-Dus 2006) and no-nonsense courtroom judges (cf. Lorenzo-Dus 2008) to draconian entrepreneurs (cf. Lorenzo-Dus 2009a) and offensively witty quiz presenters (cf. Culpeper 2005). These shows, moreover, are often regarded as representative of the 'rise of spectacular incivility' in the media, that is, of the rise of incivility as spectacle or conscious performance for the purposes of entertainment (Lorenzo-Dus 2009b). Yet, to our knowledge, there is no empirical evidence supporting the claim that these shows have undergone interactional coarsening over time.

The aim of this paper therefore is to test the claim that impoliteness has *progressively* become the trademark of reality television – and of 'exploitative shows' in particular. To do so and since the shows are recognised as a genre – however hybrid it may be – the paper adopts a genre approach to the study of impoliteness (Garcés-Conejos Blitvich, 2010) in the exploitative show variety known as the talent show. The corpus for the study comprises multimodal transcriptions of 100 sequences from two of these shows, one in the US (American Idol, n=50 sequences) and the other in the UK (The X Factor, n=50 sequences) over a 10 year period (2001-2010). These sequences vary between 3 and 10 minutes in length but they all include the part in their respective shows where the shows' celebrity judges assess the contestants' performances. Analysis of the judges' comments reveals a relatively small overall increase in the number of impoliteness strategies deployed. It also reveals, however, a qualitative change over time, namely a statistically significant increase in the number of certain individual impoliteness strategies, especially 'condescend, scorn, ridicule' across the US and the UK data. Verbal wit in the use of this and other individual impoliteness strategies also increases over the period of time examined. This points to the 'strategic use of impoliteness' (cf. Beebe 1995, Kienpointner 1997, Garcés-Conejos Blitvich, 2009) Impoliteness heightens arousal, which ties closely with increased levels of audience attention (Mutz 2007) and likely explains – in part at least – the success of these shows within an emergent 'emotional public sphere' (Lunt and Stenner 2007). It also, and importantly within our genre-based analysis, points to the progressive consolidation of 'impoliteness as entertainment' as a distinctive marker of interaction in this type of shows.

**Diana Boxer,**

***“Why are they so weird?” Schmoozing and miscommunication across cultures***

[contribution to the panel *From Refusing to Schmoozing: Investigating Strategic Roadmaps for Negotiating Conflict and Rapport*, organized by Boxer Diana]

In today’s globalized and transnational world, our day-to-day interactions take place more and more often with people from cultural backgrounds quite different from our own. Cross-cultural face-to-face interactional competence is increasingly critical in an era of pluralistic workplaces, educational settings, and neighborhoods. A lack of “schmoozing” ability with people of diverse backgrounds results in a decrease in social capital (c.f. Bourdieu, 1991). Cultural diversity—deriving from ethnic and racial differences, international business and diplomacy, and immigration—carries the pervasive risk of prejudice, stereotyping and alienation.

This paper draws from data on cross-cultural miscommunication spanning spontaneous ordinary conversations to political and media exchanges. These derive from family, social, educational, and workplace discourse that has the potential to be problematic in terms of pragmatic misfires. Examples from the media exemplify the risks: Secretary of State Hillary Clinton’s recent greeting of the Moslem head of State in Somalia; Presidential candidate John McCain’s discourse on Iran; George Bush’s remarks to Queen Elizabeth during her visit to the US; Fox News’ intimation that the Obamas’ “fist bump” might have been a “terrorist gesture.”

The theoretical basis of the study emphasizes the tension between the cross-cultural pragmatics (CCP) and Interlanguage Pragmatics (ILP), the prevailing thrust in Second Language Acquisition pragmatic theory (cf. Boxer, 2002; Firth and Wagner, 1997). That is to say, while ILP emphasizes a one-way trajectory toward a hypothetical “native speaker” pragmatics, CCP asserts that miscommunication across cultures be viewed as a two-way responsibility rather than a “when in Rome” situation. This is precisely due to the fact that the metaphorical “Rome” is no longer homogeneous. But the situation is not so straightforward.

In a CCP perspective, individuals from two societies or communities carry out their face-to-face interactions with their own rules or norms at work, often resulting in a clash in expectations and ultimately, misperceptions about the other group. The misperceptions are typically two-way, that is, each group misperceives the other. However, in reality the consequences of such a situation are scarcely two-way, since inevitably one group is always more powerful than the other in any specific context. Thus, the tension between ILP and CCP is not “black and white.”

This paper and the data on which it is based suggest a struggle between what ought to be an optimal bi-directional pragmatics and the reality of many situations in which power prevails. The very presence of power, dominance, and hierarchy in contexts of personal and political discourse forces a one-directional pragmatics outcome. The paper explores the myriad ways in which schmoozing across cultural boundaries has the potential to ameliorate the CCP vs. ILP struggle.

**Michael S. Boyd,**

***Participatory Practices in YouTube Political Videos: Commenter interaction in US Political Speeches***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

Although YouTube is often associated with the more playful aspects of new media due to its focus on amateur videos and its slogan “Broadcast Yourself”, recently it has become a powerful medium for (re)broadcasting institutional texts and genres. An example of the successful exploitation of the medium for political means is clearly represented by Barack Obama, whose election team immediately grasped the importance of new media and successfully exploited technologies such as YouTube during the 2008 US Presidential Campaign. This strategy was particularly useful in reaching a voting public that no longer relied on traditional sources, such as television and radio, for news and information (Nagourney, 2008). Wide use of new technologies has continued since Obama’s election and the White House continues to employ YouTube to propagate various institutional texts and genres.

As most new media, YouTube offers a number of affordances that users can exploit to interact with the medium as well as with each other. Thus, logged in YouTube users can flag videos, vote them ‘up’ or ‘down’, embed them on other sites and post comments, which help to create a strong sense of community among YouTubers (Hess 2009). In the case of political videos, commenting can be used to legitimise or delegitimise a politician and his/her message through various forms of mediated participation and self-mediation (Chouliaraki 2010). Thus, on the one hand, supporters use comments to praise politicians and their messages, while, on the other, detractors to criticize them, thereby creating distinct participatory roles. This study is particularly interested in how users define their roles and delimit their (political) positions by linguistic and non-linguistic means. Furthermore, it aims to demonstrate how participants interact with the medium and political discourse or avoid interaction altogether. It is claimed that political positions are defined not only by linguistic means but also through participatory practices of commenters.

The empirical data are drawn from the comments of the YouTube version of Barack Obama’s “Inaugural

Address” (January 2009). A previous study based on the text comments to three speeches by Obama (Boyd 2010) discovered a high incidence of recontextualization of the original speeches in addition to flippant, playful, and discriminatory behaviour. A quantitative key-word analysis of the present data as well as a fine-grained qualitative analysis indicate a number different strategies adopted by participants in their comments. These include restating (part of) the original text, posting negative and/or discriminatory comments, replying directly to a positive or negative comment, voting a comment ‘up’ or ‘down’, or ignoring a comment. It would appear that while participants appear to be eager to put forward their own positions in order to praise or criticize, often to the point of invoking racial slurs, in this ‘technologically-mediated public space’ (Wodak and Wright 2006), they are less prone to interact directly with each other. Moreover, they often exploit the affordances of the medium itself to react to other participants. Thus, it is argued that the comments to political text are representative of what Thompson (1995) calls ‘quasi-participation’.

**Heather Brookes,**

***Pragmatic and Discursive Functions of Gestures in Conversations among Zulu and South Sotho Male Youth***

[contribution to the panel *Multimodality, discourse and speech acts: new insights in pragmatics*, organized by Colletta Jean-Marc]

Using video-recordings of spontaneous conversations among males between 18 and 25 years, I analyse the pragmatic functions of their gestures. Characteristics of their use in relation to speech are established in order to show the functions gestures fulfill, what motivates their use at the discursive level, and what they afford their users as a means of communication. This analysis shows that they are multifunctional fulfilling pragmatic and substantive functions simultaneously. Structurally, they give prominence to the information focus in a message or a segment of discourse in relation to other segments. They also visually maintain the subject of conversation and anticipate the information focus for a variety of expressive purposes. They express, along with other aspects of the communicative situation, the illocutionary force of the message. Interactively, they can visually indicate how participants should respond, signal how the discourse will proceed, and specify what the participants should attend to. Substantively, these gestures contribute to the representational nature of utterances depicting some aspect of spoken content, modifying it in terms of quantity or degree, or adding information not present in the spoken mode. Skilful use of speech and gesture in maximally entertaining ways is a key part of gaining and maintaining access and status within male youth social networks. In such interactions, gesture as visual medium is ideally suited to realizing the aesthetic aspect of communication as performance. Gestures, through their substantive and textual functions reference larger communicative purposes or communicative genres in relation to other types of spoken genre rather like different types of presentation and format indicate the different genres of written texts. At the same time, gestures also control interactional moves and express attitudes on the part of speakers. By so doing they are giving expression to interpersonal relationships and roles within the immediate context that link to cultural norms of interaction, representation of self and social identities. In South Africa, gestural behaviour differs according to gender, age and sub-cultural affiliation and is an important aspect of expressing broader social identities on the city streets, particularly that of being streetwise and city slick. What gestures do is textually reference communicative and interactive goals as well as social identities in a social context where much of everyday life is lived on the streets. The visual nature of gesture makes it uniquely able to do so in a way that spoken language cannot.

**Noah Bubenhofer,**

***Map of Words, Words on Maps: Corpus Linguistics and the Spatial Dimension of Texts***

[contribution to the panel *Spatial Determinism vs. „Doing Space“? – Theoretical and Empirical Perspectives on the Spatial Boundness of Mass Media Texts between Globalization and Localization*, organized by Luginbühl Martin]

There is a long tradition of visualising linguistic features on geographical maps as for example in sociolinguistic variation studies. But focusing on spatial aspects in mass media texts demand new solutions of depicting the spatial boundness or processes of “doing space”. Using big corpora of texts and computational linguistic methods of automatic recognition of geographical entities, new insights into the spatial dimension of texts can be gained.

In my contribution I will tackle the theoretical questions, if and how the spatial dimension of mass media texts can be enlightened by corpus linguistic methods. What means do we have to measure geographical boundness in texts? Is the construction of discursive spaces something, which can be measured on the textual surface? And how can this spatial dimension displayed on maps?

To illustrate the theoretical considerations, I will show preliminary results of studies in a corpus of 150 years Swiss mountaineering texts ([www.textberg.ch](http://www.textberg.ch)) and of grammatical variation in the context of the project “Korpusgrammatik” at the Institut für Deutsche Sprache. The former project aims at finding geographical

entities in the corpus and measuring and displaying the typical linguistic features bound to these entities. The latter study tries to find statistical measures to find grammatical features typical for specific areas.

### **Matthew Burdelski,**

#### ***Early experiences with food: Socializing affect, identity, and taste in Japanese***

[contribution to the panel *Experiencing food through verbal and nonverbal behavior across languages*, organized by Szatrowski Polly]

Mealtime--an activity in which two or more people eat together--is an important site of socialization into the norms and values of a community (e.g. Ochs & Shohet, 2006). In particular, at mealtime, children are taught how to act and speak appropriately (e.g. Blum-Kulka, 1997; Ely et al., 2001) and how to think about and react to particular foods (e.g. Ochs et al., 1996), which vary cross culturally. For children in Japan, becoming a competent participant in mealtime entails learning to engage in a set of practices, such as 1) saying set expressions at the beginning and end (e.g. *Itadakimasu* 'I partake,' *Gochisoosama* 'Thank you for the meal'), 2) assessing the food (e.g. *Oishii* 'It's delicious'), 3) eating everything on their plate (i.e. not wasting food), and 4) displaying proper manners (e.g. using utensils without banging them). Through the theoretical frameworks of language socialization (e.g. Ochs & Schieffelin, 1984) and apprenticeship (Lave & Wenger, 1991; Rogoff, 1990), this paper examines the verbal and embodied strategies that Japanese caregivers deploy in socializing preschool children into the set of practices that constitute mealtime. The analysis is based on a large corpus (200 hours) of audiovisual recordings of naturally occurring interaction in Japanese households and a preschool. In particular, these socialization strategies include *prompting* children what to say and *modeling* for them what to do, *speaking for* children, and *reporting* the *speech* of others. It will be suggested that children's early experiences with food is intricately tied to socialization into affect, identity, and taste.

### **Noel Burton-Roberts,**

#### ***Speakers' commitments and cancellability***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

Carston (2002:138) articulates a general principle: "it is pragmatic inference quite generally that is cancellable/defeasible". On that basis, she claims that, since they are derived by pragmatic inference, explicatures are cancellable, giving putative examples of explicature cancellation. In 'Cancellation and intention' (Burton-Roberts 2010), I argued that explicatures are not cancellable. At best, they can only be clarified.

This paper considers Carston's response (in her 2010), in which she defends the cancellability of explicature. That response raises the question of what 'cancellable' actually means.

I assumed that 'cancellable' means *can be cancelled on a given occasion/context of utterance ( $U_1$ ) - either by an act of the speaker or by something else manifest in the context of  $U_1$* . In defending the cancellability of explicature, Carston offers another construal of 'cancellable', citing Grice in support. On this account, *an explicature  $p$  of  $U_1$  is cancellable if, on some OTHER occasion/in some OTHER context ( $U_2$ ),  $p$  would NOT be explicated by the utterance of the same expression*.

I first question Carston's construal of Grice. I further argue that on Carston's account, 'cancellable' does not mean 'can be cancelled (in  $U_1$ )'. Rather, on her account, 'cancellable' inferences are by definition those that are context-dependent. Hence, since it is pragmatic inferences that are context-dependent, the claim that "it is pragmatic inference quite generally that is cancellable/defeasible" is made circular/tautological; it amounts in effect to "pragmatic inferences are pragmatic inferences". I also question whether Grice's remarks on cancellability can be applied to RT's explicatures, given his assumption that only implicatures are cancellable. Cancellable explicature encounters Moore's Paradox (" $p$  but I don't believe  $p$ ") - a fact that would seem to be captured by RT's own notion of 'higher level explicature'.

The paper concludes with a discussion of cancellation in respect of implicatures. Since an implicature must be intended, BR 2010 asked how it is possible for even implicatures to be cancelled. Carston dismisses this worry: it is 'just not credible' that Grice failed to notice any tension between intention and cancellation in respect of implicature. Nevertheless, there does appear to be a tension here. I ask, if there are higher-level explicatures, whether there are higher-level implicatures.

### **Beatrix Busse,**

#### ***Expressions of Stance in the History of English***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

Stance refers to epistemic or attitudinal comments on propositional information by the speaker and to the information perspectives of utterances in discourse as well as how speakers express their attitudes and sources of information communicated (Biber et al. 1999). For example, modality and modals, comment clauses, attitudinal expressions and adverbials may function as linguistic indicators of stance. Very fruitful existing diachronic studies exist on, for example, modality and mood (including EModE phenomena) (Krug 2000) and on individual

stance adverbials investigated within a historical perspective (see, for example, Biber 2004, Brinton 1996, Lenker 2003, 2007, 2010, Traugott 1995).

Focussing on a corpus-based investigation of expressions of stance through time, this paper will attempt to identify an inventory of stance adverbials, which comprises constructions like *by my faith*, *forsooth*, *in regard of* or *to say precisely/true/the truth/the sooth*. I draw on my preliminary study of stance adverbials in Shakespeare plays (Busse 2010) in which I have attempted to establish their semantic categories, their formal realisations as well as their frequencies and their potential functions. The categorisation of stance adverbials in Biber et al. (1999) is critically drawn on to categorise the historical data into epistemic, attitudinal and style stance adverbials.

I will now compare these results with data from other (spoken) corpora, such as the *Old Bailey Corpus*, the *Corpus of Early English Correspondence* and *A Corpus of English Dialogues 1560-1760*. Against a framework of grammaticalisation and pragmaticalisation (Traugott 1995) it is necessary to analyse to what extent the Shakespearean inventory of stance adverbials and their individual constructions are quantitatively replicable in the different text types and what their function is. Furthermore, it will be investigated how individual forms of stance adverbials develop in the course of time and how they behave in different text types. Due to its frequency of distribution one focus will be on the *by my*-construction.

Finally, the stylistic and rhetorical potential of stance adverbials needs to be diachronically investigated, for example, in respect to their position in the clause. These observations will also be related to domain, age of speaker, and other contextual factors. Within a more qualitative framework, it is argued that stance adverbials have interpersonal, experiential and textual meanings as discourse markers, indicating scope, attitude, and speaker-hearer relationship.

## Ronald Butters,

### *'I am a needy petite woman': Judging the Real Age of Participants in IM Sex-Talk 'Enticement' Conversations*

[contribution to the panel *Language and Criminal Justice Systems*, organized by Berk-Seligson Susan]

My research concerns the pragmatics of assumed internet identities. The data: (1) Instant Messages between a 45-year-old man ("DR") and a police undercover agent who was pretending to be a thirteen-year-old girl ("UA"); (2) a recorded telephone conversation between the two. The same data served as the basis for a criminal prosecution of DR (who initiated the IM's claiming to be a married bisexual looking for male sexual liaisons) for the crime of enticing a minor to engage in sexual activity. The IM's and phone conversation were recorded without DR's knowledge. After weeks of communication that contained considerable sex talk, DR agreed to meet the putative minor in her hotel room, bringing with him sex paraphernalia. He was arrested after knocking on the door.

DR's legal defense acknowledged that he had used enticing language and that he came to the hotel room anticipating a sexual encounter. However, the defense argued that DR believed that UA was not a minor; rather, DR assumed that UA was actually an adult female who was engaged in fantasy sexual role-playing which he (and, he believed, she) used as much for solitary masturbation enhancement as to arrange actual encounters. To gain a "not guilty" verdict, it was unnecessary to **prove** that DR actually believed that UA was an adult-- the defense had only to demonstrate that their theory cast sufficient legal "reasonable doubt" on the defendant's guilt; even so, he was convicted of the crime of which he was accused.

I was an expert witness for the defense and relied upon discourse and pragmatic considerations that might have caused a reasonable person to conclude that DR's interlocutor was an adult (cf., e.g., Burns Cooper, "Taboo Terms in a Sexual Abuse Criminal Trial." *IJSL&L* 14 [2007]: 27-50; Marge Eldridge, and Rebecca Grinter, "Studying Text Messaging in Teenagers" <<http://www.id.iit.edu/~id545b/resources/eldridge-grinter.pdf>>, 2001):

1. Graphemics: The "girl" wrote high-quality edited prose, with standard use of parentheses, apostrophes. (Prosecution argued that she was "precocious.")
2. Style: The "girl's" IM messages lacked all but a minimum of conventional IM usages such as one might expect from an adolescent who chats quite a bit.
3. Referential Knowledge: The "girl" displayed knowledge and interest unlikely for her "age": love of Frank Sinatra, familiarity with sex toys, detailed theoretical knowledge of typical infant birth size, and information about books and television programs that were popular only long before she was born. Likewise, the "girl" lacked expected knowledge of a current children's television program. She followed these lapses by unconvincing explanations for them.
4. Pragmatics and adult discourse strategies and abilities: The "girl" made use of linguistic devices that were more adult than adolescent: figurative language, allusions, sexual innuendo and repartee, irony, lexicon, and syntax. She also continued to control the agenda, turning it to sexual topics.
5. DR did not explicitly state that he believed UA was really an adult but he raised the issue several times, expressing reservations about the age, 13, that UA claimed (e.g., her telephone-voice quality).

**Helene Buzelin, Sanaa Benmessaoud**

***On language and translation ideologies in college textbook publishing***

[contribution to the panel *Language policy, editorial processes and translation*, organized by Mäntynen Anne]

This paper explores the politics of language and translation at stake in the process of production and internationalization of college textbooks. It starts from the generally shared assumption that publishing is a highly differentiated industry (see Sapiro 2008; Powell 1985; Altbach and Hoshino 1995). In his ethnographic study of decision-making processes in scholarly publishing, Powell (1985) recognized, on the basis of differences in values and practices, three main sectors: *trade*, *scholarly* and *college textbook* publishing. So far, literature on translation norms and language ideologies in translation studies has largely drawn on the field of trade (literary) publishing and, to a much lesser extent, on scholarly publishing. Particularly influential was Lawrence Venuti's deconstruction of the "ideology of fluency" prevailing in the Western world, particularly among American literary publishers (Venuti 1995). The college textbook sector has been virtually left aside, although its contribution to overall international book exchanges, or to "the world translation system" (Heilbron 1998) can hardly be regarded as marginal.

Indeed, since the end of World War II, the boom in higher education throughout Western countries and the attempts at spreading the "prescription system" prevailing in North America, have gradually turned college textbooks production from an elite activity to "big business", to such an extent that it is now regarded by some as "the tail that wags the dog" (Altbach 1995) in the publishing industry. Interestingly, one of the main characteristics of this sector identified by Powell as early as 1985, is the tight editorial control and close supervision under which titles are designed and produced. Later, Philip Altbach (1991, 1991b) highlighted the international dimension of the production process and the pressure to reduce costs at various levels, including translation. Relying on the above observations, our paper examines the kind of language and translation ideologies, if any, that may emerge out of this particular publishing landscape.

The enquiry is based on the case study of an internationally famous, particularly long-lasting and best-selling American textbook. The title is analyzed both diachronically and synchronically. In the first stage, the subsequent editions of the title are compared, so as to show how the latter changed through time, in terms of content, design, structure and, above all, discourse and language use. In doing so, we will mainly draw on Fairclough (1992, 2003). In the second stage, English adaptations and foreign language translations of this title are analyzed and compared to the volume on which they are based. The aim of the analysis is to assess the extent to which the values and practices underlying the production of this particular title have changed over time and territories, and whether those practices and values challenge or support previous conclusions on translation and language ideology in the field of literary publishing. More particularly, we will question how and to what extent the "ideology of fluency" prevails in the college textbook industry.

**Emanuel Bylund, Panos Athanasopoulos, & Ljubica Damjanovic**

***Does learning a new language change the way you think about events? Evidence from English learners of German***

[contribution to the panel *Language-specific conceptualizations in linguistic and non-linguistic tasks: comparing native speakers and second language users*, organized by Flecken Monique]

Does learning a new language change the way you think? Recent studies on colour perception and object categorization show that the acquisition of novel linguistic categories may indeed lead to cognitive restructuring (e.g., Athanasopoulos, 2010). In the current paper we extend this line of research to the domain of motion event cognition. Different languages encode dynamic scenes in different ways. Speakers of languages that lack grammatical aspect (e.g., German) tend to establish holistic event perspectives, mentioning the endpoint of some action when describing an event, e.g., "two nuns walk to a house", and paying more attention to event endpoints when matching scenes from memory. Speakers of aspect languages (e.g., English) are more prone to defocus the endpoint of an event and instead direct attention to its ongoingness, which is reflected both in their event descriptions, e.g., "two nuns are walking", and in non-verbal similarity judgements (Athanasopoulos & Bylund, 2010; von Stutterheim & Nüse, 2003). The specific question asked in this study was whether native speakers of an aspect language start paying more attention to event endpoints when learning a non-aspect language. Eighty English learners of German as a second language (L2), and 17 monolingual English native speakers participated in the study. The L2 learners were pursuing studies in German language and literature at an English university. Data on motion even cognition were collected through a memory-based triads matching task. In this task, participants were asked to match a target scene with intermediate degree of endpoint orientation with two alternate scenes with low and high degree of endpoint orientation, respectively. Results showed that, when compared to the monolingual English speakers, the learners of German were more prone to base their similarity judgements on endpoint saliency, rather than ongoingness. Moreover, it was found that this strategy became more pronounced as L2 proficiency increased. These findings suggest that native language event cognition

patterns may be restructured through additional language learning. The results thus add to the emerging picture that when individuals learn a new language, they not only acquire linguistic structures but also new ways of observing and reasoning about reality.

**Don Bysouth,**

***Accounts of lying and deception in the therapy session.***

[contribution to the panel *Lies and Liars: A Conversation Analytic Approach*, organized by Bilmes Jack]

During therapy sessions clients and therapists collaboratively negotiate and produce in talk the issues that will be the focus of therapeutic attention. In many cases the talk concerns problems clients have experienced with third parties, involving accounts of various acts of deception and lying. Given that these may figure as matters of some potential therapeutic concern for the clients, and that therapists routinely cannot check the veracity of such accounts beyond the talk in session, how do therapists accept or reject various accounts pertaining to lying and deception provided by clients while maintaining therapeutic rapport? In this paper we examine data drawn from audio recordings of therapy sessions in which clients engaged in psychotherapy produce accounts pertaining to lying and deception. We examine how therapist challenges to such accounts can be constructed to preserve the therapeutic alliance. We provide a detailed sequential analysis (e.g., Schegloff, 2007) of sequences in which various acts of lying and deception are produced in client accounts, and how these may (or may not) be formulated by a therapist as morally problematic, potentially inaccurate, or indeed symptomatic of underlying psychiatric pathology. In addition we also employ a taxonomic analytic approach (e.g., Bilmes, 2009) to examine how something that counts as a “lie” (for example) can be rendered by interactants in therapy as something less morally problematic which might serve to attenuate possible therapist-client conflicts.

**Adrián Cabedo,**

***A corpus of spontaneous speech in Spanish: The Val.Es.Co. corpus of oral conversations***

[contribution to the panel *Pragmatic Annotation of Corpora*, organized by Pareja-Lora Antonio]

This contribution aims to present a recently created online corpus called Val.Es.Co (Valencia Español Coloquial, ‘Colloquial Spanish from Valencia [Spain]’). The relevance of this corpus lies in the nature of the conversations that it includes, since they are samples of spontaneous conversations. After more than twenty years of active research in the field of colloquial Spanish [Briz, Antonio & Val.Es.Co. (2002), Hidalgo Navarro, A. *et al.* (1994a), Hidalgo Navarro, A. *et al.* (1994b)], based only in written materials, the transcriptions and recordings have been compiled and published on the Internet. The online corpus comprises more than 35 colloquial conversations, with an approximate amount of 90,000 words and about twenty hours of sound recordings. The publication of our corpus consists of two stages: firstly, the creation of a webpage with a search engine; and secondly, the morphologic -and further, syntactic and pragmatic- tagging of the conversations. Stage one is already completed and the second one is up to be finished in a short time.

In the first stage, a webpage has been designed with a very user-friendly interface that allows simple queries. This point is significant, since not only words or expressions can be searched, but also transcription signs; thus, pragmatic or conversational phenomena can be located by introducing the corresponding symbols. For example:

- The symbol <§> indicates that a conversationalist begins an intervention immediately after the previous speaker has finished his/hers.

- Symbols up and down are used to reflect the intonational behaviour (rising, falling or suspended, respectively) of some terms located at the endpoint of a discourse unit.

The last stage, yet to be developed, will align text and recordings, so that the transcription of the words and the spectrogram of each conversation will be displayed simultaneously. This functionality will allow phonetists to extract useful acoustic information from our materials and derive implications for conversational analysis. To sum up, this corpus presents significant advantages for several reasons: its online availability, the nature of its contents (colloquial conversations spontaneously recorded), its easy-to-use search engine (perhaps the most important factor), and the possibility of exporting the results to several formats (Word ®, Excel ®, etc.). Briz, Antonio & Val.Es.Co. (2003). Corpus de conversaciones coloquiales. Anejo de la Revista Oralía. Madrid: Arco-libros.

Hidalgo Navarro, Antonio, A. Briz, B. Gallardo, J. Gómez, J. R. Gómez, L. Ruiz & S. Pons

(1994a): “Elaboración de un corpus de español coloquial. Problemas metodológicos previos”, in Actas del I Congreso de Lingüística General, 7-14.

Hidalgo Navarro, Antonio, A. Briz, B. Gallardo, S. Pons & L. Ruiz (1994b): "La elaboración de un corpus de español coloquial. Problemas metodológicos previos", in Cahiers du Centre Interdisciplinaire des sciences du langage. 10. Actes du Colloque Le dialogue en question, Lagrasse, France, 104-109.

**Andrew Caink,**

***The Relevance of the Tease: Muriel Spark's Telling***

[contribution to the panel *The interface between pragmatics and literary stylistics*, organized by Chapman Siobhan]

Despite the revealing nature of the *fabula/sjužet* distinction and its variants, the Structuralist failure to engage with the movement and dynamic of narrative led Brooks to seek a solution in Freudian desire and death-wish as the engines that move us through the metonymic text (Brooks 1984). But the metaphorical use of "metonymy" for the linear text is itself a left-over from Saussurian structuralist linguistics, and no more revealing of narrative than to suggest a plot may be structured like a sentence (Todorov 1971), albeit one that recognises an underlying structure. Rather than a desire to "kill" the plot with disclosure, I examine the reader's innate desire for relevance and the pleasure of complexity as the drivers of plot suspense, focusing on Muriel Spark's aesthetic of prolepsis and repetition, in her strongly foregrounded distance between *fabula* and *sjužet*. In Relevance Theory, the presence of multiple weak implicatures in an utterance gives rise to "poetic effects" (Sperber & Wilson 1995:222; Pilkington 2000) and a willingness to entertain many weakly-supported inferences with the complexity that ensues may be regarded as part of the reader's contribution to the aesthetic experience (Fabb 2002:69). This paper pursues an understanding of the novel in such Relevance Theoretic terms. Spark's telling exploits the reader's relevance processors, deliberately requiring greater effort from the reader with the confidence of voice (and latterly authorial fame) promising an appropriate pay-off for the reader's encouraged inferences. Using *The Prime of Miss Jean Brodie* as the principal exemplar, this paper maps out the significances created by repetition and prolepsis that foreground and strengthen the reader's inferences. Whilst every reader brings their own cognitive environment to bear, part of the author's skill in such a modernist text is to construct the moments of weakly-supported implicature and startling explicatures. Finally, I shall look at what Relevance Theory can offer pragmatically in terms of re-reading, assuming Nabokov's view that the literary text is that which is intended to be re-read, focusing on the question of how the innate search for relevance is relevant when the relevance is a given.

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**Daniela Caluianu,**

***Expletive clitics as topic continuity markers in Romanian – pragmatic and discourse informational functions***  
***Expletive clitics as topic continuity markers in Romanian – pragmatic and discourse informational functions***

[contribution to the panel *Non-prototypical uses of personal pronouns*, organized by De Cock Barbara]

This presentation will focus on the pragmatic function of the expletive accusative clitic pronoun found with certain verbs in Romanian. This use has been so far regarded as idiomatic and treated as a lexical issue.

The expletive object construction is found with a number of verbs from two semantic domains: motion and action, as illustrated in (1) below.

(1) a. *Ion a cotit-ola dreapta.* (motion)

Ion AUXturn-CL-ACCto right

Ion turned to the right.

b. *Ion apatit-o.* (action)

Ion AUXoccur-CL-ACC

Something happened to Ion.

Based on the analysis of data collected through a Google search from online forums, newspapers, and blogs, it will be argued that the function of the clitic can be understood better by examining its role within the discourse rather than at sentence level.

In the domain of motion, the expletive clitic construction is associated with the presence of a path argument.

This semantic configuration can be alternatively expressed by means of a reflexive form, as illustrated in (2).

(2) a. *Apornit-o spre oras.*

AUXstart-CL-ACCtowards town

b. *S-apornitspre oras.*

CL-REFL-AUXstarttowards town

(he) set off towards the town.

The semantic difference between the two constructions cannot be captured in a satisfactory manner at sentence level. However, the examination of the data collected has revealed a strong tendency for the reflexive construction to be used at the beginning of a text whereas the expletive construction occurs mainly in mid or final position. Note that neither the reflexive, nor the expletive accusative clitic is used referentially. The role of the clitics seems rather to be that of keeping track of the progress made in narrating a journey. It appears that the reflexive is preferred when the path (journey) is first introduced in the discourse, while the expletive construction is used when part of the story has been told and the journey is presupposed.

In the action domain, the expletive clitic is found with verbs of occurring. The construction exhibits the same distribution as in the domain of motion. The highest frequency of the expletive construction online was found on forums or blogs in replies and comments to postings while the semantically related reflexive verb *a se intampla* 'happen' was found mainly in text initial position.

(3) *Si euampatit-o dar altfel.*

alsoIAUX happen-CL-ACCbut otherwise

This happened to me too, but in a different way.

The distribution of the expletive construction suggests that its role is to ensure coherence when new elements are added to a topic, to show that the new information represents a new token of the type under discussion.

It will be argued that there is no hiatus separating the use of the accusative clitic pronoun as argument in transitive clauses and the pragmatic use discussed above. The fact that expletive clitic can function as a topic continuity marker is an extension of the semantic properties it exhibits in its canonical use.

**Ronnie Cann,**

***The semantics and pragmatics of differential case-marking***

[contribution to the panel *Cognitive pragmatics and its interfaces in linguistics*, organized by Assimakopoulos Stavros]

Various puzzles in the use and function of morphological case have exercised the interest of linguists for many years and, recently, differential case-marking (DCM) has become a significant topic of research, with many attempts to account for the different types and instances of the variations observed. In DCM, object or subject noun phrases vary in the case-markings they display, with various interpretive effects, involving changes in grammatical aspect or aktionsart, differences in definiteness, partial or complete readings of NPs, changes in focus, and so on. For example, in the Finnic languages a partitive object may signal imperfective aspect, while a genitive singular or nominative plural noun phrase may signal perfective aspect (Miljan 2008 inter al.). In Ancient Greek, accusative objects may appear in the genitive when signalling partial affect on the object leading sometimes to a change in the interpretation of the aktionsart of a verb. In Hindi, on the other hand, human noun phrase objects are marked by the case-marker *-ko* which normally marks recipients or benefactives. Non-human objects are normally unmarked, but when marked by *-ko* are construed as definite (Butt 2006 inter al.).

Most accounts of these rather different interpretational effects take a syntactic perspective, providing mapping principles, movement strategies, ranked constraints or other syntactic mechanisms to explain the data. However, although it is clearly the variation in case-marking that signals differences in interpretation, there are few attempts to tackle this fact head-on and provide semantic or pragmatic accounts of particular constructions. In particular, there are few examples of theoretical analyses where the interpretational effect of the case-marking itself is taken as the focus of an explanation.

In this paper, I adopt the hypothesis that case-markers provide procedural instructions for how to incorporate the semantic information provided by their host noun phrases into an unfolding semantic representation and explore the interaction between the underspecified semantic contribution of such markers and the semantic properties of their host noun phrases and associated predicate to derive the perceived interpretational effects of differential case-marking. For example, I argue that in Estonian, it is the interpretation of partitive case-marking as 'not all of X' that explains the interpretation of telic predicates, such as accomplishments, as imperfective. I also show how routinised and regular case-variation may lead to pragmatic extensions that in turn may become routinised, such as from the 'dative' marking on human objects in Hindi to the construal of inanimate noun phrases as definite in the same morpho-syntactic syntactic context. The theoretical framework used is that of Dynamic Syntax (Cann et al. 2005) in which an explicit account of various types of DCM is provided.

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**Piotr Cap,**

***The Discourse of the War-on-Terror (DWT) as a new genre in political communication***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

Most of the work on genres in political communication presupposes the communicative setting or the situational context or the communicative medium as the primary criteria against which different genres are defined and studied. As a result, the commonly recognized political genres are e.g. political interviews (Fetzer 2007), policy papers (Muntigl et al. 2000), parliamentary debates (Ilie 2010), or online blogs (Miller and Shepherd 2009). Attempts to define political genres by their *precise* thematic characterization and the specific pragmatic goals seem less popular – as if analysts feared accusations of the unnecessary ‘multiplication of senses’ (genres). This is disappointing since a thematically/functionally defined genre often matches the generally accepted conception of a (political) genre more fully than the traditional (political) genres do. To prove it, I scrutinize the generic features of the Discourse of the War-on-Terror (DWT), which embodies most genre characteristics the heterogeneous literature on genres has agreed upon. Evolving for the past 10 years, the DWT has come to (a) possess a structure which is stabilized and predictable in terms of its rhetorical arsenal yet flexible in terms of deploying the particular strategies over time (fear appeals, axiological argument, pre-mediating the future, routinization of the construed threat); (b) demonstrate a stage-by-stage accomplishment of the political speaker’s macro goal (enactment of a strong political leadership dependent on a successful legitimization of policies); (c) relate to or incorporate other genres in the sociopolitical field (from political speeches to policy documents); (d) assign interpersonal roles (invoking the ‘villain/victim/hero fairy tale scenario’); (e) constitute a rhetorical model followed outside its place of origin (i.e. the US). Studying DWT has important methodological advantages for genre theory as a whole; it corroborates the validity and explanatory power of abductive procedures whereby new discourse forms and themes prompt theory to revisit its tenets to yield further ways in which these new forms can be approached.

### **Helen Caple, Monika Bednarek**

#### ***‘Value Added’: Language, Image and News Values***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

Recent research on journalistic stance has put a spotlight on “the exploration of the social process leading to the construction of the final news product (*entextualization*)” (Van Hout & Macgilchrist 2010), which is said to influence journalistic voice. For instance, ethnographic research into the selection and construction of news stories has demonstrated the impact of ‘news values’ on journalistic practice, arguing that they ‘govern each stage of the reporting and editing process’ (Cotter 2010: 73) and that they ‘become embedded in text’ (Cotter 2010: 67). Earlier research had argued that ‘maximising news value is the primary function’ (Bell 1991: 76) of copy editing and that it is attitudinal expressions in particular that are employed to make events more newsworthy (Bednarek 2006).

In addition to this, news values have primarily been discussed in relation to the representation of newsworthy events in *words* rather than through photographs (Caple 2009: 52). However, news photography has also been shown to construe news values (Hall 1981, Craig 1994). In this paper we build on these two assumptions and explore the discursive embedding of news values across the modalities of written language and image. Drawing on authentic data from news discourse we will explore how linguistic choices and news photographs contribute to the retelling of a news event in relation to various news values such as eliteness, personalisation and negativity (on different news values see e.g. Brighton & Foy 2007). A particular focus is on describing the differences between language and image in terms of their contribution to news values. For instance, the aesthetic appeal of the news photograph arguably makes an event more newsworthy, while the use of aesthetics in language (e.g. ‘poetic’ language) is limited by genre and register conventions. We argue that attention needs to be paid to the contribution of both modalities – language and image – to the construction of news discourse to gain a fuller understanding of how events are retold and made ‘news worthy’.

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### **Marta Carretero,**

#### ***The role of authorial voice in consumer-generated reviews: An English-Spanish contrastive study***

[contribution to the panel *Interpersonality in written specialised genres*, organized by Gil-Salom Luz]

This paper presents research carried out as part of the CONTRANOT project (Lavid et al. 2010), aimed at the creation and validation of contrastive functional descriptions through corpus analysis and annotation in English and Spanish. The categories to be annotated within this project are evaluation, modality, coherence relations, topicality and thematic features. In each case, the authentic data used for analysis and annotation were chosen on grounds of prominence of the category concerned. Once annotated, all the texts will make up the CONTRASTES corpus. Along these lines, this paper presents the coding scheme designed for part of the category of evaluation, namely the role of authorial voice. The corpus selected for analysis and annotation is the Simon Fraser University Review Corpus (Taboada 2008), which consists of consumer-generated reviews of movies, books and hotels in English and in Spanish. The English reviews were extracted from the web page Epinions.com., which consists of two data collections compiled in 2004 and 2008; the Spanish reviews were obtained from the websites Ciao.es and Dooyoo.es, all collected in 2008. The coding scheme is based on the Appraisal framework developed within Systemic-Functional Linguistics (Martin and White 2005; White 2002, 2003), concretely on its subcategory of Engagement, which concerns the consideration of alternative viewpoints towards the content of the message communicated (heterogloss), in contrast to the lack of consideration of these alternatives (monogloss). Since monogloss is expressed by means of bare assertions and imperative mood, the coding scheme will be restricted to heteroglossic expressions, which are divided into two kinds: those that challenge or restrict the scope of alternative viewpoints (“contraction”) and those that acknowledge these viewpoints (“expansion”). Contraction includes expressions of (dis)agreement with previous expectations, authorial commitment and endorsement of previous evidence, as well as denials and disclaimers; expansion includes epistemic expressions of possibility and probability, deontic expressions of obligation and permission, expressions of viewpoint, pseudo-questions and most kinds of evidentials. The paper includes a general description of the coding scheme of Engagement, illustrated with English and Spanish examples from the Simon Fraser corpus, as well as a discussion of some problems raised by the overlap between Engagement and other areas of evaluation, together with the solutions proposed for these problems. The discussed areas of overlap will be the following:

- 1) Credibility and authenticity. The qualification of an entity as believable or as authentic, which is common in reviews about books and movies, has to be distinguished from the estimation of the possibility for a state of affairs to be or become true.
- 2) Truth and sincerity. The coding scheme should consider the priority of the epistemic or the moral component. The Spanish expression *la verdad (es que)...* (“the truth (is that)...”), quite frequently found in the corpus, is particularly complex: it literally expresses truthfulness or sincerity, but is often used as a face-saving strategy preceding an unexpected positive or negative evaluative statement.
- 3) Clashes between emotion and uncertainty: hope, fear, mystery and scepticism.
- 4) Predictability and unpredictability, either of which may be considered as a quality or as a shortcoming.

**Robyn Carston,**

### ***Lexical Pragmatics and Lexical Semantics***

[contribution to the panel *Cognitive pragmatics and its interfaces in linguistics*, organized by Assimakopoulos Stavros]

The concept expressed by the use of a word in a context often diverges from its lexically encoded meaning; it may be more specific or more general (or some combination of these) than the lexical concept. As discussed in recent relevance-theoretic work (RT), grasping the intended concept involves a pragmatic process of relevance-driven adjustment or modulation of the lexical concept, through its interaction with other concepts encoded by the utterance and with contextual information (see, for example, Wilson and Carston 2007). The outcome of this process is what is known as an *ad hoc* concept (‘ad hoc’ in that it is derived on, and for, the particular occasion of use) and it is marked with an asterisk (OPEN\*, RAW\*, ANGEL\*, etc.) to distinguish it from the context-independent lexical concept (OPEN, RAW, ANGEL, etc.). The *ad hoc* concept contributes to the proposition the speaker explicitly communicates and the meaning adjustment process is a ‘free’ pragmatic process in that it is not linguistically mandated but entirely pragmatically motivated.

An important issue here is the nature of the input to the pragmatic process of meaning adjustment, that is, the nature of the standing (encoded) lexical meaning. In the exposition above, following the practice of standard RT and others working on these questions, I have assumed that the words that undergo this pragmatic process encode (atomic) concepts, but this may not be right and, even if it is, it needs argument and justification. If, for example, the word ‘open’ can be used to express a more or less indefinite range of distinct, albeit related, senses, depending both on its linguistically given object (‘open the door’, ‘open a book’, ‘open your mouth/eyes/arms’, ‘open the rock’, ‘open a conference’, etc.) and on the wider context, one might wonder what the (alleged) general lexical concept OPEN amounts to and whether it is ever actually instantiated in communication or thought. In fact, in the wider linguistic and philosophy of language literature, there are many suggestions for a

more schematic, non-conceptual notion of encoded word meanings, e.g. as 'directions for use', constraints on expressed content, pointers, schemas or templates, instructions to fetch concepts, and so on.

In this talk, I will make a case for word meanings being schematic (not fully conceptual) and draw out some of the consequences of taking this position. One immediate consequence for pragmatics is that the process of *ad hoc* concept formation in utterance comprehension would no longer be an optional or 'free' pragmatic process, because it would have to occur in all contexts of use, as is also the case for the provision of contextual values for indexicals. Thus, new questions arise and new kinds of distinction have to be developed. Importantly for the theme of this panel, it is clear that, at every turn in developing an adequate account of word meaning, we find that lexical semantic properties and pragmatic processes of meaning adjustment constrain each other.

**Asta Cekaite,**

***"Do you want me to get angry already this morning!": Affective stances and morality in classroom interactions***

[contribution to the panel *Affective stances, accountability and moral order in adult-child interactions*, organized by Cekaite Asta]

Adopting a dialogical perspective on emotion as affective stance (Goodwin & Goodwin, 2000), the present study explores institutional practices through which emotions and morality are enacted in classroom interactions. In contrast to semantic approach to emotion that focuses on emotion labels abstracted from embedding social and sequential environment (Wierzbicka, 1996), the present study investigates embodied affective stances as they are put to use in teacher-pupil everyday interactions. More specifically, it focuses on the interactional characteristics of teachers' affectively charged admonishments and explores how norms of social conduct and moral order in educational settings come into being through holding the recipients" (children) accountable for the speaker's (teachers") negative emotions.

The study is based on video-ethnography from a multilingual 1<sup>st</sup> grade class in a Swedish school (1 year fieldwork, 80 hours of recordings). The methods adopted combine a microanalytic (CA-inspired), approach to everyday L2 interactions with ethnographic fieldwork analyses of language socialization within a classroom community.

The present study investigates specifically teacher admonishments demanding a (public) modification of students" conduct, when admonishments are designed as teachers" negative affective and evaluative stances. Analytical focus is put on the ways in which participation frameworks, embodied resources and sequential patterns are combined in the interactional design of such practices.

As will be demonstrated, such admonishments entail teacher"s explicit references to her emotional state (being "angry", "tired of nagging", "unhappy"), because of children"s (mis)conduct, thereby casting the students as directly responsible and accountable for the teacher"s "negative" emotions. On an ideological level, teacher"s admonishments index a multifaceted moral perspective, (retroactively and prospectively) assigning children"s conduct a moral and affective meaning. The teachers formulate both what constitutes the norm infraction, positioning children as highly agentic instigators of a problematic event, and outline their expectations and norms of prospective behavior.

Interactionally, these practices are recurrently shaped so as to present children"s normative infractions or improper behavior as indisputable facts and do not give an opportunity for pupils to present an alternative account. Pupils" appropriate remedial action is silent attentive listening that constrains their possibilities of mitigating the alleged moral charge. These discursive practices constitute some of the ways in which normative preferences for who are allowed to feel what, and how the interactants are to interpret and respond to affective stances become relevant and pertinent in everyday contingencies.

The present study shows that mundane social interactions with teachers are imbued with moral and emotional expectations and meanings and serve as a social locus where children are apprenticed into institutionally relevant moral lifeworlds. Rather than being 'self-owned' autonomous reflections of the inner psychological state, affective stances serve as one of the building blocks of intersubjectivity: while they are responsive to the prior action, simultaneously, they are proactive: as a display of the speaker's alignment with another's actions, they shape the hearer's response, constraining what will come next.

**Pilar Chamorro,**

***Event Plurality and the Perfect Construction Tener+Past Participle in Galician Spanish***

[contribution to the panel *Perfect evolution across languages and dialects: Semantic change and pragmatic motivations*, organized by Rodriguez Louro Celeste]

Spanish as spoken in Galicia exhibits an array of grammatical particularities that distinguish it from other varieties spoken in Spain. Among them, the periphrastic construction *tener* + non-agreeing past participle (Present Perfect; henceforth PP), with its auxiliary in the present tense, has been noticed before but not fully described. This construction is morpho-syntactically parallel to its Galician and Portuguese counterparts, as shown in the following examples.

- (1) a. *Tengo comido en ese restaurante (muchas veces).* (Galician Spanish)  
 b. *Teño comido nese restaurante (muitas veces).* (Galician)  
 c. *Tenho comido nesse restaurante (muitas vezes).* (European Portuguese)  
 ‘I have eaten in that restaurant (many times).’

The crucial property that distinguishes this construction in Galician Spanish from its Standard Spanish counterpart (*haber* + past participle) is a restriction on the eventuality denoted by the predicate, a property shared with the Galician and Portuguese perfect constructions: it requires a plurality of events distributed over non-overlapping discontinuous intervals (cf. Giorgi & Pianesi 1997, Cabredo-Hofherr, Laca & de Carvalho (to appear) for Portuguese). It is in this sense that the Galician Spanish PP deviates from prototypical present perfects (McCawley 1971, Comrie 1976, among others).

The insight of the present analysis is that theories of temporal plurality (Cusic 1981, Van Geenhoven 2004, 2005) are insufficient to account for the semantic properties of the Galician Spanish PP. This construction is interpreted as contributing a pluractional operator but of a particular kind: (i) it cannot receive a compositional analysis; (ii) the pluractional \*PP operator distributes event subintervals over the event time, with two additional requirements on the subintervals of evaluation: they cannot overlap and must be discontinuous; (iii) the subevents  $e_1...e_n$  of the event of evaluation  $E$  cannot be cardinalized in the strict sense (i.e., sentences with PP modified by exact cardinal adverbials like ‘two times’ are infelicitous). That is, adverbial modification is restricted to vague cardinals or degree quantifiers (e.g., ‘a lot’, ‘many times’, ‘some times’, ‘a few times’). These properties explain why the PP cannot have a resultative interpretation, and why it imposes aspectual coercion on telic predicates (2a-b):

- (2) a. *Tengo perdido las gafas.*  
 ‘I’ve been losing my glasses’ (This is the only available interpretation)  
 b. *Mi jefe tiene llegado tarde al trabajo (?una vez/varias veces/a menudo).*  
 ‘My boss has arrived late at work (?once/several times/frequently)’

Contra Iatridou et al. (2003), I argue that the PP contributes unboundedness and that vague cardinals force boundedness. Thus, a sentence with a PP gives an unbounded eventuality, i.e., the plural eventuality denoted by the predicate is not asserted to have reached an endpoint. In this paper I provide a formal description of how the \*PP modifies the temporal structure of the eventuality and fixes the temporal relations between ET, RT and ST. I draw on the analyses of Laca (2006) for the Spanish aspectual periphrasis *andar* + Gerund and of Cabredo-Hofherr’s et al., (to appear) for the PP of Brazilian Portuguese spoken in Natal.

## Wei-Lin Melody Chang, Michael Haugh

### *Doing embarrassment in Taiwanese business interactions*

[contribution to the panel *Emotion displays as social action*, organized by Koole Tom]

The doing of embarrassment is a complex and delicately balanced action, which involves first breakdown and then restoration of the progressivity of the ongoing social activity. Embarrassment is generally defined, following Goffman (1956), as a “moment in face-to-face interactions where an individual becomes flustered, momentarily loses self-control, and is unable to comfortably participate in the systematically organised procedures that conversation requires” (Sandlund 2004: 162). According to Goffman (1956), suffering embarrassment in social interaction displays the orientation of participants “to shared norms of conduct” (Goffman 1956: 268; Sandlund 2004: 162), and thus embarrassment “emerges in relation to a specific action produced by a co-participant” (Heath 1988: 154), either on the part of the speaker or addressee. One may embarrass oneself through one’s own behaviour, or alternatively, one may trigger embarrassment in a co-interactant. From a conversation analytic point of view, however, questions still remain as to what counts as a display of embarrassment to participants, and how such displays influence the overall trajectory of the interaction (Goodwin and Goodwin 2000). In this paper, we explore these questions through a CA-grounded analysis of five hours of audiovisual recordings of interactions between business people in Taiwan speaking in a mixture of Mandarin Chinese and Taiwanese. In order to specify displays of embarrassment analytically, we first characterise different types of potential embarrassment elicitors found in the data, and then analyse features of the turn design and embodiment of responses to these. Two key embarrassment elicitors identified in these business interactions are teasing (Drew 1987; Sandlund 2004), and topicalising unmet expectations. Responses to these potential embarrassment elicitors are characterised as interactionally achieving displays of embarrassment (“doing embarrassment”) when particular features of turn design are observable, namely, breakdowns in syntactic coherence, repetition in lexical choices and response tokens, prosodic elongation. We focus, in particular, on instances where involvements in multiple lines of action with different underlying preference structures for the participants, for example, accepting versus rejecting the tease, ratifying or disputing the topicalised expectations, are embodied through shifting gaze, body movements and posture. We observe that the embodied display of multiple involvements in different lines of response action also leads to a breakdown in the progressivity of the ongoing social activity that underpins these interactions (cf. Stivers and Robinson 2006), namely, negotiating and finalising business agreements. This in turn can lead to work on the part of the embarrassment instigator to restore progressivity through topic shift or topic closing interactional moves. We conclude from this analysis that the doing of embarrassment can be observed through close analysis of instances

where embarrassment elicitors occasion the breakdown of the progressivity of the ongoing social activity, which is then restored in various ways.

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### **Siobhan Chapman,**

#### ***Towards a Neo-Gricean Stylistics: Implicated Meanings in Dorothy L Sayer's "Gaudy Night"***

[contribution to the panel *The interface between pragmatics and literary stylistics*, organized by Chapman Siobhan]

This paper explores the possibility of using neo-Gricean pragmatics, particularly the two-principled pragmatic framework proposed by Horn (1989, 2004, 2006, 2007), as a tool for the stylistic analysis of literary texts. The text chosen as a test case for neo-Gricean stylistics is *Gaudy Night* by Dorothy L. Sayers (1935). Although displaying many of the traits of a straightforward detective mystery, this novel has been noted by both its author and critics to transcend this genre by exploring two more general themes. Firstly, it is concerned with attitudes to women's role and status in society, and with the consequences of these attitudes (McFadden 2000, Young 2005, Haack 2009). Secondly, it deals with the psychological motivations and developments of its central characters, particularly in relation to the competing demands of emotion and intellect (Sayers 1937, Loades 1995). In this paper, neo-Gricean pragmatics is used to explain how these themes are communicated implicitly. Attitudes to women are communicated in particular in the dialogue between characters; an understanding of what might be called "implicated misogyny" is built up throughout the novel. Psychological motivations and developments are communicated mainly in the discourse between narrator and reader, again often by implicature. In both cases, the relevant implicatures can be explained in relation to Horn's Q and R Principles. This paper suggests that neo-Gricean pragmatics has a role to play in the stylistic analysis of texts, alongside pragmatic frameworks that already have established places in stylistics, such as relevance theory (Sperber and Wilson 1995) and politeness theory (Brown and Levinson 1987).

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### **Anna Charalambidou,**

#### ***Recipe tellings of older women in Cyprus***

[contribution to the panel *Identity & relationship construction with and among the elderly*, organized by Englert Christina]

This contribution looks at the interactional construction of homemaking practices, and in particular cooking, in the casual conversations of an all-female group of Greek Cypriot elderly friends with a long interactional

history. The findings of this presentation are part of a larger research project on older women's identity enactment in peer-group conversations. The specific research question that is addressed is: how are recipe tellings interactionally constructed and what identity implications they have. The data used are eighteen hours of every-day interactions of a group of older women (most of them in their seventies, aged 62-79). The data were recorded by the participants over a period of one and a half years. The ethnomethodological approach to identities within a social constructivist framework is adopted, and a toolkit from membership categorisation analysis is employed (see e.g. Sacks & Jefferson 1995; Hester & Eglin 1997; Kroskrity 1999; Schegloff 2007). The investigation focuses on cooking reports, that is past or future (short) narratives about what the speaker has cooked or plans to cook, as well as generic recipes of foods and confectionary goods that the speaker shares with her interlocutors. Tellings of cooking and recipes constitute a very frequent conversational practice of the group and can lead to very heated conversations. First, the presentation focuses on some structural aspects and will discuss patterns in the pre-contexts, the internal structure and the participant organisation of recipe tellings. Second, two elements of recipe-telling sequences, allusion to the sources of the recipes and food assessments, are discussed. The analysis of certain structural characteristics of recipe tellings reveals aspects of the identity work going on, and thus I examine the different categories claimed, enhanced or contested in conversation about recipes and cooking. The intersection of categories from the membership categorisation device 'homemaking' with different extrasituational identities, such as gender and family roles is explored. On the whole, this bottom-up, phenomenological analysis of recipe tellings provides a glimpse to older Cypriot women's conversational practices and situated understanding of self.

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## **Baptiste Chardon, Nicholas Asher, & Farah Benamara**

### ***Discourse Segmentation of Opinion Texts***

[contribution to the panel *Nonveridicality, evaluation and coherence relations*, organized by Taboada Maite]

The extraction of elementary opinion expressions from texts has been much studied during the last decade. Actually, there are relatively effective algorithms for extracting and summarising opinions ((Hatzivassiloglou and McKeown, 1997)(Vernier et al., 2009)). However, as (Polanyi and Zaenen, 2006) stated, identifying prior polarity alone may not suffice to improve sentiment analysis at a finer-grain. Indeed, discourse structure can influence the interpretation of an evaluation both at the clause level, where opinions can be disambiguated, and at the document level, where rhetorical relations can be used to improve the recognition of the overall stance. A computational approach to the discourse analysis of opinion expressions has been recently explored in (Somasundaran, 2009). This work uses two sets of discourse-level relations: relations between targets of opinions, and between opinions themselves. However, this work does not refer to any well-known discourse theory and does not study how discourse segments conveying opinion expressions interact with non opinion discourse segments.

The work described in this paper follows (Asher et al., 2009) where Segmented Discourse Representation Theory (SDRT, Asher and Lascarides, 2003) is used in order to get a deeper understanding of contextual polarity. Our aim is to study what are the impact of some discourse relations to compute the strength of opinions, more precisely

- how the degree of commitment and the degree of veracity that underline the attribution relation act on an opinion, as in: "*Peter affirmed that the owner of the restaurant has changed last year, and thus the quality of the food has significantly dropped.*"
- how can we analyse opinions that are in the scope of a hypothesis or a condition.
- how contrasts influence opinion polarity within a clause.
- how a discourse segment conveying an implicit opinion can be disambiguated, as in : "*This restaurant is really nice, but has no terrace.*"
- how the discourse graph can be used to compute the overall opinion

To reach this goal, automatically detecting discourse segments is an important preliminary step. We propose an approach to opinion discourse segmentation that allows for identifying elementary opinion units. This enables us to define a projection of the relations from the discourse segments level to the opinion level. Moreover, the granularity of the segmentation allows the detection of relations within syntactic constituents like verb phrases, such as the contrast in "*This restaurant is good **but** expensive.*" Our segmenter is developed on the top of the discourse segmenter (Afantenos et al, 2010) of the French ANNODISproject (an ongoing effort to create a discourse bank for French). We use a set of rules that refine the ANNODIS segments using syntactic and semantic features, such as coordination words or contrast markers.

**Jonathan Charteris-Black,**

***Comparative Keyword Analysis for researching the Genre of the Political Speech: Tony Blair Pre and Post-Iraq War.***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

In this session I will illustrate the potential of word frequency analysis for identifying shifts in the genre of speech a politician is using, by comparing the keywords in a 50,000 word corpus of speeches made by Tony Blair *prior to* the Iraq war with a 50,000 word corpus of speeches he has made *following* the Iraq war. The method uses Wordsmith Tools software to identify words used more frequently in the post as compared with the pre-Iraq war period. These keywords are then examined in their context and are placed into semantic groups in the first stage of a genre analysis of differences between pre- and post-war speeches.

I will focus particularly on words such as ‘faith’, ‘love’, ‘narrative’ and ‘solution’ that are keywords in the post-Iraq war corpus. I hope to be able to show how a shift in Blair’s communicative purpose towards self-representation, and, in particular, legacy, is revealed by analysis of such keywords. They will be interpreted with reference to his autobiography ‘A Journey’ to evaluate the contribution of frequency analysis to the identification of genre. Comparative keyword analysis will be demonstrated as providing some lexical evidence of a change from a deliberative to an epideictic genre of political speech as a politician’s primary communicative purpose shifts away from policy formation towards memory, legacy and – perhaps - spirituality.

**Xinren Chen,**

***Strategic Use of Identity-Laden Words in Chinese Conversation: A Lexical-Pragmatic Account***

[contribution to the panel *Identity as Resources in Chinese Discourse*, organized by Chen Xinren]

The Chinese language harbors abundant words that are identity-laden, i.e., words that suggest the absolute identity of the speaker (like the self-referential “zhen” meaning “I” for emperorship) or provide information about the relative identity of the speaker as against the hearer (like “zhidao” meaning “instruct” for authority or superiority). By default, the use of these words is supposed to abide by certain identity-ruled conventions in order to be appropriate (for example, only an emperor can address himself as “zhen” and only a more knowledgeable or superior person has the right or authority to “zhidao”/instruct someone poorer in knowledge or lower in position. However, such conventions are by no means inviolable. A corpus-based search indicates that language users can sometimes take advantage of the identity-laden words by opting to redefine the relative identity of each other. For instance, one can request a peer to “zhidao”/instruct oneself and, in so doing, raise the relative status of the interlocutor. Adopting the discourse-analytic approach, this study seeks to trace the motivation behind the lexical-pragmatic phenomenon and the pragma-rhetoric effects ensuing from the creative use of the identity-laden words. It is to be argued, in the light of Face Theory, that the reconstruction of relative identity in favor of the addressee, rather than the addresser himself or herself, may convey more politeness than otherwise as a token of positive politeness.

**Winnie Cheng,**

***mm (.) well that’s (.) that’s kind of you to say that: Compliment topics and compliment responses in intercultural conversations***

[contribution to the panel *Variation in pragmatics: The case of compliments*, organized by Schneider Klaus P.]

Sociolinguistic and pragmatic studies on complimenting have mainly focused on “fairly narrow linguistic contexts” and “compliment-response sequences consisting of two- or three-part exchanges” (Johnson, 1992, p. 67), or employed instruments that elicit hypothetical and contrived data. In the study reported in this paper (see Cheng, 2003), the speech acts of compliment and compliment response that occurred in naturally occurring conversations were investigated. The dataset consists of 25 intercultural conversations totalling 13 hours of recordings with Hong Kong Chinese (HKC) and native speakers of English (NSE) as interlocutors.

The paper reports on findings regarding paying and responding to compliments by HKC and NES, particularly compliment topics, types of compliment responses, and possible motivations for the usage and patterns identified. Seven compliment-compliment response sequences were identified and analysed. Findings show that in two of the sequences, the compliment-recipients do not produce a verbal response, and a range of compliment topics are found. Regarding compliment responses, HKC’s compliment responses range from absence of a verbal response to a back-channel signal to an (implicit) agreement to an outright rejection, and NSE’s compliment responses take the form of accepting the compliment. The table below summarises the compliment topics and compliment response types, with reference to the speaker/addressee in the seven sequences analysed:

Seq. no.	Speaker/ Addressee	Compliment Topics	Compliment Response Type
1	female NES/ female HKC	Hard work, ability, achievement at work and in studies	No opportunity, or not quick enough, to produce a verbal response (possibly some kind of non-verbal response has been given)
2	male NES/ male HKC	Vision, ability, achievement reflected in company philosophy	No compliment response. Only back-channel <i>uh huh</i> .
3	male NES/ female HKC	Appearance: figure; ability on figures	Outright rejection: A bald-on-record disagreement
4	female NES/ female HKC	Performance in story-reading class in church	Self-praise Avoidance Mechanism: Downgrades: (Implicit) Agreement; Self-praise Avoidance Mechanism: Reference Shifts: Reassignment
5	female HKC/ male NES	Ability and predicted performance in writing conference paper	Acceptance (agreement) → Further upgrade (following an upgrade compliment by HKC) → Self-praise Avoidance Mechanism: Reference Shifts: Return
6	female HKC/ male NES	Implied teaching performance	Acceptance (agreement), containing features of a dispreferred response
7	female HKC/ male NES	Implied ability and insights related to running business on the Internet	Acceptance (agreement): An upgrade → Self-praise Avoidance Mechanism: Praise Downgrades: (hedged) Agreement & avoid explicit disagreement with justification

The study affirms the relationships between socio-cultural variation and communicative behaviours, and finds that context-specific factors exert an important influence on the choice of compliment response types. For instance, whether a speaker is serious or playful can inform the linguistic realizations of a compliment or a compliment response. There is no one-to-one relationship between a compliment and how it should be responded to. Examples will be presented and discussed to illustrate the main findings of the study.

Cheng, W. (2003). *Intercultural conversation*. Amsterdam: John Benjamins.

Johnson, D. M. (1992). Compliments and politeness in peer-review texts. *Applied Linguistics*, 13(1), 51-71.

### **Fabienne Chevalier,**

#### ***Withholding assessments in tourist-office talk***

[contribution to the panel *Restricted interactional activities in institutional talk*, organized by Chevalier Fabienne]

This paper examines the withholding of assessments by tourist officers in tourist office talk. The primary role of tourist offices (TOs) is to provide information about tourism-related matters. This role is accompanied by a principle of impartiality that focuses on the equitable treatment of all products and services promoted by the TOs (Chevalier, 2011). In this institutional context, there is no formal policy or guidelines banning or formally restricting the production of assessments. The particular focus of the paper is on enquiries about the quality of products and services in which clients make relevant assessments by tourist officers and the subsequent withholding of such responses by these recipients.

Drawing upon a very large corpus of telephone calls, the analysis will show that assessments are withheld in favour of factual descriptions that draw on objective and external factors. It is argued that, although the production of assessments is oriented to by the tourist officers as a *restricted* practice in this sequential context, the role of TOs as information providers does *not* restrict the deployment of assessments in itself. Rather, the withholding of assessments can be seen to emerge as a practice *selected* by the tourist officers as one way of enacting the principle of impartiality. That is, it is one way in which tourist officers *do* impartiality. In turn, the production of factual descriptions in response to clients' enquiries is shown to be one way in which tourist officers *do* information provision and enact the TOs' role as information providers.

### **Wai Fong Chiang,**

#### ***Till death do us part: Solidarity building in multi-faith families in Singapore***

[contribution to the panel *Situating societal pragmatics culturally and interculturality*, organized by Mey Jacob L.]

This paper looks at multi-faith families in which members from different generations have different religious beliefs, with a particular focus on religious conversions to Christianity among elder family members from a traditional Chinese religion or the Chinese cultural practice of ancestor worship. The traditional cultural values of parent or ancestor honoring and care acquire new meanings in urban living in a multi-faith family setting

where members with different religious beliefs now perform different memorial practices governed by different ideologies. In these families, kinship solidarity and memorialism, which are so central to ancestor worship (Freedman 1957) and to the construction of a unitary familial lineage, are subjected to great challenges. This paper investigates the impact that religious conversions have on kinship solidarity and intergenerational communication.

My ethnographic data collected from four case studies of multigenerational Cantonese families in Singapore over a 12-month period from 2006 to 2007, shows a strong age-religio-linguistic link. This link features a trend of older, Mandarin- or dialect-speaking family members practicing traditional Chinese religions and rituals, and younger, English-speaking family members adhering to Christianity and Catholicism. In order to examine the intricate relationship between age, language, family, and religion, this paper looks at the ways family members make sense of their own and each other's religious behaviors and their decisions to convert, as well as their efforts to reconcile any conflicts in religious and familial identities. This paper seeks to find out if religious conversion is a pragmatic means for the elder family members to maintain kinship solidarity within the family, if cultural values attached to traditional rituals like ancestor worship should be interpreted as such or be encased with religious doctrines, and if language is the answer to bridge or the reason to break kinship solidarity and familial unity.

For example, a grandmother describes the decisions of her children and grandchildren to convert to Christianity as “*sik-kau*,” or literally “consume,” another religion. The consumption of prayer food from the traditional ritual of ancestor worship establishes a symbolic connection with ancestors. When there is a change in religion for a family member, the change signifies the consumption of another ideology by the family member. It indexes a different attitude towards eating, as well as defines a different place of being for the convertor's afterlife, as he or she will no longer be in the realm of his or her deceased ancestors. The conceptual organization of the Chinese family and one's belonging is challenged once the conversion happens, which signifies a symbolic break with one's ancestors' at their death, a stage that the parents will inevitably go through. This paper examines the situations of two grandmothers who adopt different approaches to deal with the changes in religious identities of their children and grandchildren; as well as the struggles of an eldest son and a youngest daughter regarding the performances of traditional rituals that their parents required of them and the doctrines of their personal religious beliefs.

**Vasiliki Chrysikou, Charles Antaki**

***Long-run sequences in conversation: Persuasive argumentation in psychotherapy***

[contribution to the panel *The conversational practices of psychotherapy*, organized by Antaki Charles]

Conversation Analytic work on conversational structure has shown that a coherent sequence of turns at talk can be sustained over long periods, curtailed, abandoned, and re-opened (Schegloff, 2007). In this paper we examine how a sustained sequence works in the service of an institutional practice, namely a psychotherapist's persuasive efforts to change a client's beliefs. We have identified two practices which form part of a therapist's attempts to instigate change, and which necessitate a long series of turns to realise. In one, “uncovering a contradiction”, the therapist uses a long series of questions to reveal, in step-wise fashion, a (therapeutically significant) inconsistency in the client's thinking. In the other, “soliciting the worst-case account”, the therapist sets up the client to produce a description of “the worst that could happen” which the therapist then explains away. In both cases the therapist uses a shifting collection of conversational devices as identified by recent conversational analytic work on psychotherapy (see Peräkylä et al 2008). What is common, and is the subject of this paper, is the sustaining of the therapist's project over time (in some cases, many minutes and any dozens of turns). There are two main reasons why a long series of turns is necessary to bring off these practices. Firstly, in both cases the therapist relies on the client's contributions in order to be able to produce the final part of the device -that is the challenge or disagreement - which means that these sequences comprise a minimum of three turns. The step-wise nature of the persuasive argument, however, means that numbers of these basic units have to be bolted together. Importantly, often the length of these sequences is substantially prolonged by the client's resistance to the therapist's unfolding project. We discuss the findings in terms of the institutional requirements of therapy, and the manifest discrepancies between the practitioner's and the client's agendas.

Peräkylä, A, Antaki, C, Vehviläinen, S and Leudar, I (eds.) (2008). *Conversation Analysis and Psychotherapy*. Cambridge: CambridgeUniversity Press.

Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis*. Cambridge: CambridgeUniversity Press.

**Elaine Chun,**

***Negotiating citizenship in U.S. youth discourses about flags***

[contribution to the panel *Figuring Citizenship: Children & Youth's Communicative Practices and the Cultural Politics of Citizenship*, organized by Reynolds Jennifer F.]

Citizenship is not merely a matter of legal definition but a set of practices and beliefs that individuals negotiate in response to hegemonic state discourses and policies (Ong 1996). In this paper, I focus on a significant site of citizenship negotiation in public schools in the United States, namely, “flag rituals.” Specifically, I examine how students of various ethnicities (black, Filipino, Korean, Mexican, Pakistani, Puerto Rican, Vietnamese, white) at a Texas high school responded to an institutionally enforced display of nation-state loyalties—the daily pledge of allegiance to the U.S. and Texas flags—and how their engagement in, contestations of, and discourses about flag rituals constituted sites of citizenship-making. The analysis draws on findings from interviews among six friendship groups/pairs, the close analysis of interactional moments during these interviews, and insights from fifteen months of ethnographic data collection at the school.

Students in public schools across the United States are required to take part in similar citizenship practices each morning, maintaining a banal sense of nationalism (Billig 1995). Yet the meanings of this ritual are necessarily shaped by local histories of nationalism and transnationalism. In the local research site, which was next to a large military base, the lives of students were intimately implicated in the U.S. war in Iraq, as many had relatives and neighbors who were deployed during the time of data collection (2003-2005). In addition, the school’s ethnic multiplicity had been shaped by past nationalist projects; many of the students were children of immigrants who had arrived in the United States either through U.S. military service that granted legal citizenship or through family ties with U.S. soldiers who had been stationed in South Korea, Germany, Puerto Rico, Guam, and the Philippines. Issues of nationalism were further complicated by local discourses of Texas state patriotism that both complemented and complicated students’ state loyalties.

In this local context, I show how youths constructed diverse forms of citizenship (Mitchell & Parker 2008) as they discussed flag practices and how their stances towards flag practices intersected not only with widely circulating discourses of nationalism, immigration, respect, and rights, but also locally circulating discourses of authenticity and coolness. A small fraction of the students claimed that they actively engaged in the pledge (e.g., oral recitation and hand-on-heart embodiment), while the majority of students claimed either partial participation (e.g., standing but not speaking or intermittent engagement) or complete refusal (e.g., because it was “stupid”). Importantly, students’ visible citizenship acts did not necessarily correspond to their linguistic acts: some students claimed that they engaged in the pledge ritual but believed it to be a violation of their rights; other students refused to recite the pledge aloud despite their strong sense of U.S. nationalism. Students also engaged in alternative forms of flag practices, such as displays of Puerto Rican, Filipino, or South Korean flags on school binders, necklaces, backpacks, and cars, thus actively transforming the meanings of flag rituals but still maintaining their everyday significance.

**Georgeta Cislaru, Frédéric-Pugnière-Saavedra, Frédérique Sitri, Serge Fleury, & Erin McMurray**

***The Role of the Repeated Segments in the Construction and the Stabilization of the Discourse***

[contribution to the panel *Analyzing Discourse in Progress: A Cross-Disciplinary Approach (Pragmatics, Discourse Analysis, and Text Genetics)*, organized by Cislaru Georgeta]

This communication deals with the repeated segments (RS) in drafts of social reports on children at risk. Repeated segments correspond to units in sequence that are recurrently associated in a text or a corpus: *his/her anger, his/her decision, in the group, (s)he can/could say*, etc. They consist of at least two units (two words); however their length may be increased. RS must occur at least two times in a text or corpus.

RS represent kinds of discursive routines that characterize either the studied language or a type of discourse. From an interpretive point of view, we distinguish in our corpus:

1. The « waffle » (double speech) RS determined by the genre or the topic of the discourse (*être en/be in, can+speech verb*)
2. The RS-genre clichés (*we have, we think*)
3. The RS representing individual discourse habits (*ce dernier/cette dernière*, etc.)
4. The RS representing structural clichés in French (*de la, lieu de, en effet*); some of them may acquire a discursive value in our corpus, like *en lien avec*.

Categories 1 and 2 reveal discursive, social and cognitive constraints that determine the configuration of discourse in social reports: assessing the family situation of potentially at risk children implies a constant negotiation between description, evaluation, and argumentation.

We study the evolution of the RS through the re-writing process and the impact of the re-writing operations (substitution, deletion, insertion, replacement) on the discourse routine.

Three groups of RS are mainly observed:

- Possessive RS: *her family, his placement, their future*, etc.
- Relationship RS: *in the group, together with*, etc.
- *Be-*, *have-* and *can-* RS: *X has/have, she could explain*, etc.

These groups of RS point out some topical specificities of the social discourse, concerning the representation and the role of the relationship (with the family, friends, social workers, etc.), the place of the child and the

importance of communication for social evaluation. The possessive RS put the child (or children) in the focus of the discourse: the child is mainly the subject of the possession (*his/her decision, emotion, etc.*) and also the possessor in more than 90% of cases; through re-writing versions, other possessors, like members of the family, tend to lose their position. The relationship RS point out the importance of family and social links (*to maintain, to keep/guard + the link with; relation with / of; troubles on the group*) for the evaluation of the situation. The RS *Subject+be-, have- and can-* characterize the child and point out two discourse schemas: *X is in [dans/en]* on the one hand, *X can/could+speech/declarative verb* on the other hand.

The longitudinal study of these RS shows that some discourse-schema and routines are present very early – since the first drafts – in social reports. Generic constrains seem to be very strong all through the re-writing process. This feature confirms the status of professional genre of these reports, but also points out ready-to-interpret strategies that sustain the pragmatic value of the discourse.

### **Claudia Claridge, Merja Kytö**

#### ***Degree modifiers a bit and pretty in the Old Bailey Corpus***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

This paper investigates the degree modifiers *a bit* and *pretty* in the Old Bailey Corpus (OBC). Degree modifiers have been noted to be more frequent in conversation (thus in spoken English) than in other registers (Biber et al. 1999) and identified as a major area of change and renewal in English, in particular from Early Modern English onwards (cf. Méndez-Naya 2008, Pahta 2006, Peters 1993). The speech-based/related data of the OBC represents a great variety of speakers and covers the period from 1674 to 1913; the corpus therefore offers a good basis for tracking the development of such items. At the same time the courtroom situation requires a degree of formality, and puts an emphasis on factual precision and speaker credibility. These are factors which can influence the use of (particular) degree modifiers.

The items selected here are of Early or Late Modern English origin in the relevant senses (cf. OED, Nevalainen 2008, Rissanen 2008), so that the OBC will allow deeper insights into their semantic, grammatical and sociolinguistic development. While *a bit* is an unambiguous downtoner, *pretty* is a potentially ambiguous form, scaling both upwards and downwards. The intensifying uses have apparently preceded the downtoning uses, the latter appearing in the period covered by the OBC. We will chart these developments by looking at collocational and syntactic patterns of these forms, e.g. paying attention to the modification patterns, the semantic classes of the modified adjectives (Dixon 1982), and the scope of modification.

*A bit* and *pretty* are marked as colloquial or informal today (cf. OED, Quirk et al. 1985). The question of formality as well as the question of the diffusion of change will be followed up by the use made of specific forms and related patterns by different speaker groups (e.g. gender, professions).

Biber, D., S. Johansson, G. Leech, S. Conrad and E. Finegan. 1999. *Longman Grammar of Spoken and Written English*. London: Longman.

Dixon, R.M.W. 1982. *Where have all the adjectives gone? and other Essays in Semantics and Syntax*. Berlin etc.: Mouton de Gruyter.

Méndez-Naya, Belén. 2008. "Introduction". *English Language and Linguistics* 12, 2: 213-219 (Special issue on English intensifiers).

Nevalainen, Terttu. 2008. "Social variation in intensifier use: constraint on *-ly* adverbialization in the past?" *English Language and Linguistics* 12, 2: 289-315.

OED = *Oxford English Dictionary Online* (2nd edn, with additions). Oxford: Oxford University Press.

Pahta, Päivi. 2006. "This is very important: A corpus study of amplifiers in medical writing." In: Maurizio Gotti & Françoise Salager-Meyer (eds.), *Advances in Medical Discourse Analysis: Oral and Written Contexts*. Bern etc.: Peter Lang, 357-381.

Peters, Hans. 1993. *Die englischen Gradadverbien der Kategorie booster*. Tübingen: Narr.

Quirk, R., S. Greenbaum, G. Leech and J. Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

Rissanen, Matti. 2008. "From 'quickly' to 'fairly': on the history of *rather*." *English Language and Linguistics* 12, 2: 345-359.

### **Herbert H. Clark,**

#### ***Participants in conversation as contributors and managers***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

It is one thing to contribute to the official business of a conversation and quite another to manage the conversation *per se*. The proposal here is that people in conversation are simultaneously in two roles, which I will call *contributor* and *manager*. As contributors, they take actions to advance the official business of the conversation. As managers, they take actions to manage the procedures by which they reach those goals. When a professor asked a potential student, "What modern poets have you been reading?" and she replied, "Well I like Robert Graves very much," both were acting in their roles as contributors to the interview. But the professor

actually began “umm,” and the student repaired “I’m” to “I like ...” mid-utterance. The two took these actions in their roles as managers of the exchange. The proposal is that people in conversation distinguish the actions they take in these two roles and intend their partners to recognize which actions are which.

**Billy Clark,**

***The Semantics and Pragmatics of Prosody: Integrating Prosodic Meanings in Utterance Interpretation***

[contribution to the panel *Cognitive pragmatics and its interfaces in linguistics*, organized by Assimakopoulos Stavros]

This paper presents work within a relevance-theoretic framework (Sperber and Wilson 1986; Blakemore 2002; Carston 2002) which explores the nature of prosodic meanings and how they are integrated with other meanings in utterance interpretation. It builds on proposals by Deirdre Wilson and Tim Wharton (Wilson and Wharton 2006; Wharton 2009) on the nature of prosodic meanings, which suggest that prosodic meanings come in three varieties: natural signs (similar to Gricean ‘meaning-NN’ and interpreted by inference), natural signals (similar to certain animal communication systems and interpreted by decoding) and linguistic signals (similar to other linguistic meanings), and a range of previous proposals about prosodic meaning developed within Relevance Theory (including Clark 2007; Clark and Lindsey 1990; Escandell-Vidal 1998, 2002; Fretheim 1998; House 1990, 2006; Imai 1998; Vandepitte 1989). The focus in this paper is on how these meanings interact with evidence from other sources when understanding utterances in English. The evidence from other sources considered here includes conceptual word meanings, the procedural meanings of particles such as *oh* and *wow*, words such as *so* and *then*, and syntactic structures such as inverted and uninverted word order. Relevant examples include:

- (1) (Wow/so) that’s (just) great (then)
- (2) Is/isn’t that great
- (3) How great that is
- (4) How great is that

We make assumptions about what is encoded by the expression *that’s great* and *is that great*, by each of the bracketed expressions, by tones of Southern British English and other prosodic cues, including affective prosody and variations in voice quality. We explore predictions about specific interpretations which follow from the relevance-theoretic comprehension heuristic (Wilson and Sperber 2004) and assumptions about the meanings of individual prosodic meanings and the other linguistic expressions considered here. These assumptions make appropriate predictions about, and provide explanations for, specific interpretation processes. We also consider questions about the extent to which we can empirically test these predictions, and make some suggestions about experimental investigation. Finally, we consider how this approach might fit into the ‘massively modular’ view of the mind proposed by Sperber (1994, 2001) which is assumed by much recent work in Relevance Theory.

Blakemore, D. 2002. *Relevance and Linguistic Meaning: The semantics and pragmatics of discourse markers*. Cambridge University Press, Cambridge.

Carston, R. 2002. *Thoughts and Utterances*. Basil Blackwell, Oxford.

Sperber, D. and Wilson, D. 1986. *Relevance: Communication and Cognition*. Basil Blackwell, Oxford.

Wilson, D. and D. Sperber. 2004. *Relevance Theory*. In Ward, G. and L. Horn (eds.) *The Handbook of Pragmatics*. Basil Blackwell, Oxford: 607-632.

Wilson, D. and T. Wharton. 2006. *Relevance and prosody*. *Journal of Pragmatics* 38, 10: 1559-1579.

Wharton, T. 2009. *Pragmatics and Nonverbal Communication*. Cambridge University Press, Cambridge.

**Steven Clayman,**

***Implementing Actions: The Case of Invitations***

[contribution to the panel *First Actions: Design, Ascription and Recognition*, organized by Weidner Matylda]

Previous research suggests that there are various recurrent formats for implementing first actions, such as questions and requests, and that these formats are methodically deployed and responded to within interaction. This paper explores the formats for implementing invitations. It focuses particular attention on design features that convey self/other attentiveness, and that construct benefactor/beneficiary relationships between the participants. Some of these design features may have the effect of shaping the invitation in the form of either an offer or a request. In addition to examining the specific formats and practices through which this occurs, this paper also explores the contexts in which they occur, the contingencies to which they are addressed, and their sequential consequences.

**Rebecca Clift,**

***No laughing matter: Laughter in the reporting of non-humorous speech***

[contribution to the panel *Laughter in Interaction*, organized by Holt Elizabeth]

This paper brings together two phenomena which have been the focus of keen analytic interest in recent years: laughter and reported speech. It examines laughter in instances of direct reported speech where what is being reported is not itself humorous. The instances under consideration here occur in the context of a storytelling. In such cases the speaker reports something s/he (or another) has said with interpolated laughter particles; one such example is: 'I said "your system breaks down ve(h)ry frequentl(h)y'. These laughter-interpolated reportings do not receive laughter in response, and the paper sets out to establish why.

The distinction between laughter and humorous talk, first established by Gail Jefferson's pioneering work on laughter in talk about troubles (1984), is thus maintained in an exploration of the actions being performed in these reportings. What the laughter is used to do in such cases is seen to be inextricably linked to the construction of the speaker's identity.

In identifying laughter as a resource for indexing a particular type of action, the paper goes on to explore a possible correlation between the force and expansiveness of the laughter and the form of action being performed. I examine a particular case, one in which there is arguably a weak form of laughter – smiling – to show the fine calibration of laughter in interaction.

Jefferson, Gail (1984) On the organization of laughter in talk about troubles. In J.M Atkinson and J.C. Heritage (Eds.) *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: CambridgeUniversity Press, 346-369.

**Roel Coesemans,**

***“Tribal Rage”!? I guess we only get ‘Ethnic conflicts’ in the whiter parts of the globe”:***

***Ethnographic support to news discourse analysis from a linguistic pragmatic perspective***

[contribution to the panel *More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices*, organized by Perrin Daniel]

A contrastive discourse analysis of international and national press coverage about the violent 2007-2008 Kenyan election crisis reveals differences in meaning that can be linked to aspects of ideology. In the studied newspaper reports from *The Independent*, *The Times*, *The New York Times* and *The Washington Post* the events are primarily framed in tribal terms, while socio-political explanations tend to be preferred in the Kenyan *Daily Nation* and *The Standard* (see also Somerville 2009). A lot of traditional critical discourse analyses would be satisfied with such general observations. Although this is too simplistic a presentation, several critical discourse studies can be argued to have a few fundamental flaws in common (e.g. Fowler 1996, Kress 1996, Philo 2007, Verschueren 2001 or Wodak 2007). First, in general a clear explication and elaboration of methodology tends to be underexposed as all attention is drawn to the conclusions of the discourse analysis. Second, the three levels of textual, intertextual and contextual analysis are not always well-balanced and fully integrated, leading to a focus on explicit discursive phenomena to the detriment of implicit aspects of language use. Third, context is always crucial for the interpretations, though usually not clearly defined, rather taken for granted. Fourth, a tendency can be identified to concentrate on language products, neglecting (dialogue with) the language users who produced the discourse under study. Fifth, a critical reflection on the researcher's (ideological) discourse, produced during and in the discourse analysis, is frequently lacking.

An attempt will be made to overcome these problems within the framework of contrastive pragmatic ideology research, as advocated by Verschueren (e.g. 1996, 1999 and forthcoming). From a linguistic pragmatic perspective a critical discourse analysis limited to content and structure does not suffice to explain the language used to construct different representations and interpretations of reported reality. Questions are asked that go beyond the identification of different interpretations of the same event in different information markets: (i) why do differences in language use leading to diverging meanings occur where they occur, i.e. why and how is a particular linguistic form used in its specific context; (ii) what are the most salient linguistic or pragmatic phenomena in the construction (or transformation) of meaning in news discourse; (iii) what are possible ideological implications of the journalistic, discursive choices? More specifically, this paper explores by means of which concrete linguistic pragmatic realizations the abovementioned American, British and Kenyan newspapers achieve to create a tribal or socio-political frame of interpretation and why certain choices of words, arguments, information selection, discursive strategies, etc. with possible ideological implications were made at the specific time of writing the news reports about the Kenyan elections and the ensuing violent crisis.

Special attention will go to ethnographic fieldwork, which will be shown to provide additional information to advance and nuance analyses of news discourse. For instance, interactions with journalists can hint at why certain linguistic choices were made (e.g. *tribe* instead of *ethnic group* or *community*). Or editorial imperatives, such as "Do not describe a person's tribe or ethnicity unless it is relevant", can shed new light on why Kenyan journalists deliberately avoided explicit references to tribe. The usefulness of ethnographic information, retrieved from interviews with journalists, policy documents, stylebooks, editorial guidelines, opinions and commentaries

circulating in society, etc., will be fully acknowledged in the presented integrated pragmatic methodology for the analysis of news discourse.

**Charles Coleman,**

***Assumptive and Situational Language Behavior in Humor Used by and about President Barack Obama***

[contribution to the panel *The Obamas and an American Identity Dilemma*, organized by Coleman Charles]

President Obama referring to Jay Leno) Though I am glad that the only person whose ratings fell more than mine last year is here tonight (Great to see you Jay), I'm also glad that I'm speaking first. We've all seen what happens when somebody takes the time slot after Leno's (Presidential humor at the 1 May 2010 White House Correspondents' Dinner).

It has become acceptable, if not expectable, that politicians in the USA will make appearances on television talk shows such as **Letterman** or **Oprah** and on satiric comedy shows such as **Saturday Night Live**, **The Daily Show**, or **the Colbert Report**. Comedy, satire in particular, violates norms of assumptive behavior. Even laughter in an otherwise serious situation often signals discomfort about norms or expectations being violated. This presenter will examine some of the language of humor used by President Obama at the May 2010 White House Correspondents' Dinner as well as language used by Jay Leno and Steven Colbert in satirizing President Obama's actions and words. Because satire surfaces assumptions and violates norms, this presenter will also give examples of how it can trigger a shift to literal interpretive frames by ideologically opposed critics.

**Timothy Coleman, Dirk Noël**

***Corpus-based diachronic construction grammar at work: Tracing the history of Dutch deontic NCI patterns***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

While the so-called "nominative-and-infinitive" (NCI) is no longer a productive construction in Dutch, the grammar of Present-day Dutch still contains a small set of lexically substantive NCI patterns, most notably *geacht worden te* and *verondersteld worden te*. Like their English formal equivalents *be supposed to* and *be expected to*, these Dutch patterns can instantiate both evidential and deontic constructions, the latter being the most frequent one in Dutch. Relevant examples of both constructions from the newspaper component of the CONDIV corpus are the following:

(1)

- a. De boten *worden geacht* over een dag of vier Kaap Hoorn *te ronden*.  
'The boats are predicted to round Cape Horn in about four days.'
- b. De informatie op deze site *wordt verondersteld* betrouwbaar *te zijn*, maar kan zonder vooraankondiging en op ieder moment veranderd worden.  
'The information on this site is assumed to be reliable, but can be changed at any time without prior notice.'

(2)

- a. Chefs van afdelingen *worden geacht* excessief of nutteloos surfen *te voorkomen*.  
'Heads of departments are supposed to prevent excessive and useless surfing.'
- b. Een abt *wordt verondersteld* in zijn abdij *te vertoeven*.  
'An abbot is supposed to reside in his abbey.'

Some have argued the English deontic NCI construction to be a development from the evidential one (Ziegeler 2003; Visconti 2004; Moore 2007), but this analysis has been contested both on the grounds of it being a very unlikely semantic evolution and because of the availability of a credible alternative account which treats the evidential and deontic constructions as resulting from two separate evolutions (Noël & van der Auwera 2009). The alternative account starts from a suggestion by Traugott (1989) that when the verb *suppose* entered the English language it was polysemous between a 'believe' and an 'expect' meaning, the latter giving rise to a volitional meaning which then turned deontic, probably by analogy with the semantic evolution of the verb *expect*. The present paper will investigate to what extent a similar explanation may account for the facts of Dutch. We will examine the semantic evolution of the verbs *achten* and *veronderstellen* and trace the history of the deontic NCI in Dutch to consider in how far its evolution is linked up with that of the (at one time quite popular but now virtually extinct, cf. Coleman & Noël to appear) Dutch evidential NCI construction. The data drawn on will be sourced from three diachronic corpora: a) a self-compiled 12-million-word corpus of Dutch literary (fictional and non-fictional) prose covering the period 1640-1920, b) the first 100 volumes of the literary and cultural journal *De Gids* (1837-1936), and c) a number of 19<sup>th</sup> and early 20<sup>th</sup> Century self-documents. It will be shown that, with both verbs, deontic uses have only fairly recently surpassed evidential uses in frequency, which will be explained with reference to diachronic construction grammar (see, e.g., Fischer 2009).

**Jean-Marc Colletta,**

***Modelizing discourse out of multimodal data***

[contribution to the panel *Multimodality, discourse and speech acts: new insights in pragmatics*, organized by Colletta Jean-Marc]

Defining the basic unit for monologic discourse remains a problematic issue in linguistics. Monologic discourse relies on the ability to produce and process language organized at the level of text. The structural approach to text postulates its relation to sentence and clause at the end of a structural continuum that embraces all linguistic units, from basic phonic or graphic units to text as a collection of sentences that exhibits cohesion and coherence properties. However, this approach largely inherited from the sole study of written text leaves unanswered the issue of defining and identifying the basic discourse unit, which may be equivalent, in face-to-face interaction, to a single sentence, a single clause, or even a single word.

By switching from a structural and syntactic perspective to a pragmatic perspective, the European pragmatic approach to text has put forward several new concepts to better describe text structure: “*clause*” and “*période*” (Berrendonner, 1990, 1993 ; Beguelin, 2000 ; Adam, 1999); “*séquence*” (Adam, 1999); “*mouvement*” and “*acte*” (Roulet, 1999). However, one may gain new insight in text units and text structure when including multimodal and developmental data to the analysis of everyday discourse.

Our approach relies on speech acts theory (Searle, 1982; Vanderveken, 1988; Vernant, 1997), discourse linguistics (Moeschler, 1985; Roulet et al., 1985) and theoretical models that reflect language as a social and intersubjective device (Benveniste, 1966, 1974; Halliday, 1978; Jacques, 1985). We postulate the “communication act” as the basic unit that mediates linguistic communication. We define the communication act as the enunciation **E** of an illocutionary action **F** that relates a context **C** and a verbal expression **p**, represented by the formula **{E[F (C, p)]}**.

This parametric model was first used to describe oral explanations and narrations produced by children aged 3 to 11 years (Colletta, 2004, 2009, 2010, in press). Our investigations led to the following statements:

1. There is a developmental and gradual shift from contextualised act-utterances by the young child to context-free text-utterances by the older child;
2. The act-to-text transition involves referential complexity as well as pragmatic complexity;
3. In its simplest form, a text may be defined either as a “complex act” including  $n > 1$  sequences **{E[F (C, p)<sub>n</sub>]}**, or as a “composite act” serving  $n > 1$  illocutions **{E[F (C, p)<sub>n</sub>]n}**.

Our present work aims at investigating the role played by gesture in text construction and the segmentation of text units, in order to broaden our model to non linguistic aspects of discourse. Analysing multimodal child language data leads us first to distinguish between “gesture acts” and “bimodal acts” that may be represented with the same model as above. It then leads us to distinguish between several types of bimodal acts, thanks to the representational, performative and expressive properties of co-speech gestures (Calbris, 2003; Kendon, 2004). We will provide video illustrations for each analytical class of observed phenomenon.

Integrating the bimodality of gesture and speech in the analysis of everyday discourse thus brings new insights in the understanding of communication acts and text construction as well as it helps validating our parametric model of language.

**Sara Cooley,**

***Interactions with Politicized Motherhood Discourse at The 54th UN Commission on the Status of Women***

[contribution to the panel *Challenged Competence: bilingual/bicultural professional discourse*, organized by Cook-Gumperz Jenny]

The goal of this paper is to report discursive strategies related to the use of motherhood to represent issue of Women’s rights and Children’s rights at the 54<sup>th</sup> United Nations Commission on the Status of Women and relate those practices to Western views of women in politics. Of interest is how ideological constructs of motherhood are transmitted by individual speakers and mothers groups in global and national forums.

The metaphor of the Beijing Platform for Action, presented at the 54<sup>th</sup> NGO Forum Beijing + 15, as a 15 year old girl, essentializes women’s experience through a birth and body narrative; orienting a framework of advocacy within the reproductive abilities of women, endowing a political document with a hetero-normative feminine gender identity, and situating the Platform within the rescue narrative of the Girl Child. As such, the talk of mothers became politicized and entered global civil society for an explicit purpose, that of defending a contested Global Platform for Action, the document born of the 4<sup>th</sup> World Conference of Women, nurtured over the last 15 years by its supporters and defended now with claims that it is only now at 15 years old reached the age of adult female reproductive power.

I use the example of the NGO Forum of the Beijing Platform as a 15 year old girl which originated with two speakers from the global south, Africa and Asia as a point of reference. However, the emphasis on a woman’s biological function of motherhood has been used for political and representational gains in the Global North as

well and continues today as a powerful discourse in various forms. This professionalization of a motherhood discourse can be demonstrated in the rhetoric of Corporate Stay at Home Mothers as well as current media representation of the Governor's race in Oklahoma. The use of this motherhood discourse in western politics will also be analyzed to provide additional context for the ways mothering language is incorporated in the construction of a feminine political identity directly dependant on biological reproduction which essentializes women's experiences in their quest for the extension of basic human rights to women and children.

This paper will attempt to address several questions within the framework of Discourse Analysis. How does this use of the Birth or reproductive metaphor affect women's political representation and global perspectives on motherhood and the role of women in politics? What can these converging and diverging discourses on political motherhood tell us about the authority and power of women? And do certain discourses of motherhood continue to place a woman's power in motherhood and her reproductive imperative? These questions may be analyzed through the metaphorical use of motherhood as a universalizing framework as well as the common conversations of women at the NGO Forum and the continued use of motherhood in America to define one's political identity and justify the need for female representation in politics.

**Mary T Copple,**

***Perfect results: Retention and extension in grammaticalization***

[contribution to the panel *Perfect evolution across languages and dialects: Semantic change and pragmatic motivations*, organized by Rodriguez Louro Celeste]

In some varieties of contemporary Peninsular Spanish, the Present Perfect (PP) now competes with the Preterit for use in perfective contexts, and exhibits advanced grammaticalization as it is well established in hodiernal temporal reference (Schwenter, 1994; Serrano, 1994; Schwenter and Torres Cacoullós, 2008). Comparison of variation patterns in Peninsular and Mexican Spanish suggests that indeterminate temporal reference is the context most susceptible to further perfective grammaticalization (Schwenter and Torres Cacoullós 2008). This study examines PP grammaticalization in Peninsular Spanish from a diachronic, variationist perspective, employing PP and Preterit data from three different centuries (15<sup>th</sup>, 17<sup>th</sup>, and 19<sup>th</sup>) of dramatic texts in order to describe how the Peninsular Spanish PP expanded into different past temporal reference contexts.

The 15<sup>th</sup> century PP is far less frequent than the Preterit. However, the PP shows evidence of expansion from its resultative function to include "hot news" perfects in very recent temporal reference contexts, as well as restricted use in non-specified temporal reference contexts. In very recent temporal reference contexts, PP usage may be interpreted as fulfilling the pragmatic need to keep the audience "clued in" about events offstage or characters' emotional states, in many cases presenting "hot news". In so doing, possible interpretations of the form's meaning expand to include a focus on the event itself, rather than its current result.

In the 15<sup>th</sup> century non-specified temporal reference contexts, PP usage is concentrated in those verb classes most compatible with a resultative interpretation (see PP resultative analysis by Carey (1995, 1996), Detges (2006) and Hernández (2004)). Detges (2006: 51), drawing upon Jacob's (1996) work, distinguishes resultatives in which the subject of the PP clause is also the responsible author/experiencer of the past event as aiding in the re-interpretation of the resultative as an anterior (current relevance perfect). In this study, subject expression was tracked as a means of identifying a focus on the responsible authors of events. Pronominally and lexically expressed subjects when paired with resultative-compatible verbs exhibit much higher rates of PP usage than expressed subjects with non-resultative compatible verbs and unexpressed subjects.

In the 17<sup>th</sup> century, the PP rises in frequency relative to the Preterit and greatly expands its role in non-specified temporal reference contexts, losing in large part its former semantic class restrictions. In the most innovative temporal reference contexts, indeterminate and hodiernal, pronominal and lexical subject expression paired with resultative-compatible verbs do continue to favor higher rates of PP; however, this effect is much weaker than that of the 15<sup>th</sup> century as temporal reference constraints strengthen. This weakening of the subject expression effect continues in the 19<sup>th</sup> century as the PP is then favored in all temporal reference contexts except prehodiernal.

It is suggested that the semantics of the resultative-compatible verb classes may not be responsible for extension of the PP into these new temporal reference contexts, but rather the association of these particular verb types with the PP itself. That is, there may be retention not just of meaning, but of distribution patterns in grammaticalization (Torres Cacoullós 2001).

**Bert Cornillie, Adrián Cabedo**

***On the prosody of subjective and intersubjective modal adverbs in Spanish***

[contribution to the panel *Evidentiality and modality: Discourse-pragmatic perspectives?*, organized by Marin-Arrese Juana I.]

This paper deals with the prosodic contours of Spanish modal adverbs in conversation, e.g. *obviamente* "obviously", *evidentemente* "evidently", *seguramente* "certainly", *indudablemente* "undoubtedly" and *posiblemente* "possibly". A suprasegmental analysis of these adverbs in colloquial Spanish (Corpus Val.Es.Co

and the Corpus Oral de Referencia del Español Contemporáneo) shows that the prosody of these adverbs not only varies according to the position that they occupy in the sentence and the turn, but that there is a correlation between prosody and whether or not a speaker hints at knowledge shared with the co-participants (interlocutors). It is an established fact that (inter)subjectivity is an important player in the selection of specific modal expressions. Our contribution goes one step further and suggests a correlation between the prosody and the (inter)subjective meaning of a specific expression. The analysis is based on a series of principles of suprasegmental phonetics: tonal adjustment, intonation breaks, pitch scales, speech rhythm, and tonal amplitude (cf. Cantero 2002; Estruch *et alii* 2007).

From a linguistic point of view, the prosody of sentence adverbs has been studied in detail by Astruc (2005) for Catalan and by Astruc & Nolan (2007) for Catalan and English. Astruc & Nolan (2007: 252-254) show that tonal stress (pitch accent) is more frequent with evaluative adverbs such as *desafortunadament* "unfortunately" and speech act adverbs such as *francament* "frankly" than with modal adverbs. Yet, within the group of modal adverbs, the evidential adverbs *òbviament* "obviously" and *indubtablement* "undoubtedly" are among the ones that most often receive higher stress. Interestingly, Astruc & Nolan (2007: 252-254) show that *òbviament* and *indubtablement* differ from their epistemic counterparts *possiblement* and *probablement* both semantically and prosodically. Semantically, the former usually refer to shared knowledge and a shared qualification (intersubjectivity), whereas the latter are limited to the speaker's qualification alone (subjectivity). Prosodically, the former witness different values of fundamental Frequency (F0) in comparison with the latter.

The acoustic analysis of the Spanish corpus examples points to differences between adverbs, and to a lesser extent, also to differences between specific uses of one single adverb. For example, in our database we find contexts where the adverb *obviamente* has often on the first syllable a very high F0-value (more than 300 Hz) in sentence-initial position (after a short intonation break). The epistemic adverb *seguramente*, often occurs in sentence-final or sentence-medial position and has often has a high F0-value on the last syllable. Hence, the position of an adverb often correlates to a specific prosodic configuration (cf. Hidalgo y Padilla 2007). The cognitive-functional argument of the subjective or intersubjective conceptualization will allow us to account for the prosodic differences. Our corpus examples corroborate that the subjective uses are conceptually and prosodically integrated in the speaker's narrative development, without having an interactional function. Adverbs with a high F0 on the first syllable go often beyond the modal evaluation of the proposition, and engage in cooperative communicative strategies.

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## Colleen Cotter,

**"Common culture": Understanding the intersection of community norms and news practice** [contribution to the panel *More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices*, organized by Perrin Daniel]

In this paper I incorporate the notion of "common culture" (Willis 1990), the shared understanding of action and meaning that creates a basis of social interaction, symbolic activity, and creative production. As a theoretical construct which brings together cultural theory and ethnography, its application to the analysis of news production practices allows the researcher to account for variation across news outlets as well as to understand the diversity of pragmatic contexts – within the news culture and the larger social world – that are behind news production. The journalistic outputs and practices of the news media represent a synthesis of many forms of symbolic creativity and symbolic action that co-exist and arise from the larger culture through which they are integrated, participate, and are ratified.

To illustrate, I consider the role of the news media in situations in which language itself is foregrounded: both within a language revitalization "macro" context – Irish-language radio in English-dominant Ireland – and in newsroom-internal routines that reflect normative and usage on the "micro" level – the restriction of language variation and variety in news discourse. At both ends of the sociolinguistic arc, news media practitioners are acting on behalf of, and representing, language attitudes and ideologies that form part of larger society's approach to their value.

For example, nationally broadcast Raidió na Gaeltachta, begun as a service for the historic Irish-speaking communities in 1972, has operated entirely in Irish, its no-English mandate extending to song lyrics (until 2007 when a late-evening non-Irish music program was started). Thus when Dublin community station Raidió na Life

started in 1993 with a different mission – as a service for younger speakers with school-learned Irish in the urban area – its broadcast of music with English-language lyrics attracted public comment. The station got around the issue with a slogan that underscored its position as innovator at the same time resonating with shared cultural values:

*Labhairtear dhá teanga ar an aer – an Ghaeilge agus an ceol.*

Two languages are spoken on the air – Irish and music.

By offering mainstream music irrespective of language code – strands of “common culture” with antecedents in popular culture and contemporary concerns – the aim was to counter a strong current of cultural protectionism that had been a mainstay within both the Irish culture and at the more established radio station.

The social-level and text-level examples I discuss show how “common culture” as it relates to language – a domain compatible with Willis’s operationalization of cultural theory and ethnography – is both stable and dynamic, responsive and formative, factors that can and should be broached to amplify often-static analyses of language and the media.

### **Elizabeth Couper-Kuhlen, Barbara Fox, & Sandra A. Thompson**

#### ***Social action construction: Responding to requests***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

Speakers who make requests are typically asking their recipients either to supply them with some information or to carry out some concrete action in the near or not-so-near future. Earlier studies have shown that issues of knowledge, entitlement and contingency are relevant for the action of requesting and the formats used to implement it (Heritage forthcoming, Heinemann 2006, Curl & Drew 2008). In this paper we wish to examine *responses* to requests for information and for action. We will show that the formats used to implement a request are also relevant for the form of its *response*.

Responses to requests are said to be short and to the point if they are preferred (+), but longer and more elaborated if they are dispreferred (-) (Schegloff 2007). In English, if the request is implemented with a polar question, it will also make a *yes* or *no* in its response expectable (Raymond 2003). However, we will argue that within (+) responses, there is a further distinction to be made with respect to the form which a responding action takes, namely whether it is syntactically minimal or expanded. Most (+) responses to requests are minimal. For English this means that a request for information formatted, e.g., with a *wh*-interrogative will have a lexical or phrasal response, and a request for action formatted, e.g., with an imperative will have a particle or subject+auxiliary response ((1) and (2)). However, *some* (+) responses to similarly formatted requests have what we are calling ‘expanded’ syntax ((3) and (4)).

For both these types of requests, we will argue that the syntactically expanded forms of responding are doing *more* than just furnishing the requested information or signalling willingness to carry out the requested action. Fully explicit response forms like that in (3), for instance, tend to occur when there is trouble with the question or sequence (Fox & Thompson 2010). And (4) illustrates the tendency for a fully explicit form to make a stronger commitment to what is an emotionally charged request for deferred action (see also Lindström 1997).

On a more general level, we suggest that the design of a requesting turn can allow for a grammatically symbiotic response, and that symbiotic responses specifically fitted to the lexico-grammar of the initiating action are a straightforward way to further the project initiated by the request. Choosing a syntactically expanded form is, however, also an option, which can be deployed for responding to requests for information or action when more is at stake sequentially or interactionally. For requests for information, expanded response forms occur in contexts of sequential trouble. For requests for action, expanded response forms occur in contexts where the action requested is deferred and emotionally laden, and a stronger commitment from the responder is understood to be expected.

In conclusion, we consider the implications of these findings for social action construction, suggesting that the form the responder chooses for complying with a request involves participants’ orientation to the exigencies of the initiating action and of the projects it is in the service of.

### **Carla Cristilli, Marina Castagneto**

#### ***How a developmental analysis helps to understand the multimodal nature of discourse units***

[contribution to the panel *Multimodality, discourse and speech acts: new insights in pragmatics*, organized by Colletta Jean-Marc]

Devoting a particular attention to the intimate relationship between speech and gesture, in recent decades scholars have clearly demonstrated the multimodal nature of any face-to-face communication. McNeill (1992) defined the two modalities “two aspects of the same underlying mental process”, Kendon (1980) “two aspects of the process of utterance”. Both scholars considered the utterance as a unit given by the integration of the different ways speech and gesture express the same “idea unit” and showed that this bimodal unit has its origin

and deployment in the process of speakers' construction of meaning in discourse, along which gestures "strokes" and semantically related tone units are synchronized. Kendon (2004) proposed an articulated analysis of both the referential and pragmatic functions of gestures in relation to speech.

Studies on children showed that the gesture-speech relation emerges in the very first stages of language acquisition (Volterra *et al.*, 2004 for a review). More recent researches on older children (aged 6 and 9) analysed this relation also in the development of discursive and pragmatic competences, along which gestures with more complex functions emerge (Colletta *et al.* 2010; Cristilli *et al.*, 2010; Colletta *et al.*, in press; Capirci *et al.*, in press).

Arguing that all these acquisitions offer new perspectives to the debate on the nature of "discourse units" (Degand and Simon, 2009), we will focus our attention on studies on children as we assume that they can provide an insight into the way discourse (as multimodal) units take shape. At the light of this assumption, we will reconsider the results of the researches carried out on the emergence, at different ages, of referential, parsing, cohesive and "pragmatic" gestures (Kendon's "performatives", "modals", "interactives"). We aim to demonstrate that the relation gestures establish with words reveals the way children learn to construct these multimodal-units, both when gestures substitute and when they accompany co-expressive words, integrating or supplementing them in the expression of propositional and pragmatic contents.

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## **Monica Cruvinel,**

### ***Gender identities in urban youth cultures: Violence, abjection, and resistance***

[contribution to the panel *The violence of words*, organized by Silva Daniel]

By taking studies of Pragmatics as a background, the present paper is aimed at discussing gender identities in a few Brazilian urban youth cultures as well as the way how youngsters belonging to these groups are affected by violent speech acts that hurt and, simultaneously, confer existence upon them. The groups under analysis make up an indefinite as well as plural group of youth cultures, which translate and get hold of North-American, British, and Japanese models. Such cultures get together in affectional communities, which claim for the expression of their emotions, thus performing diverse gender identities. Youngsters belonging to these groups try to escape from the institutionalized power relations of our society and ritualize their daily life through masks, disguises, and immoderateness. Body stylization takes place through repeated speech acts, which conventionalize the styles of their identities: hair style, garments, tattoos, piercing, body scarification, ear stretching, and make-up. As we think of sex and gender relations, we cannot refer to a "given" sex as being natural by regarding its anatomical features. – sex-related facts that seem to be ostensibly natural were actually constructed on a discursive basis throughout history. Likewise, gender cannot be understood as a cultural inscription of meaning within a previously given sex; it should also assign the production apparatus which genders themselves are inscribed into. In order to understand the new gender identities in urban youth cultures, gender should be thought of as being performative, a relationship between socially built subjects through power relations within specific and saturable contexts. Gender identities are multiple and constituted within political and cultural intersections as well as in the historical moment in which they are invariably produced. The cultural matrix according to which gender identity allows a few identities to be intelligible requires that certain types of identities do not exist. Therefore, subjects are constituted through exclusion and abjection forces. Such is the case for those urban youth cultures, which, through repeated and ritualized speech acts within a broad, rigid normative frame, are not conformed to the male/female binarity. In a performative way, they claim for new gender identities, which are violently discriminated and excluded from social life. It is possible to perceive that boys inserted in these urban youth cultures are more often victimized by violent as well as homophobic speech acts than girls. They perform new masculinity practices that place them in gloomy zones of abjection. Whereas

the girls inserted in such groups, who call themselves bisexuals or lesbians, are placed as fetishistic objects. The present paper uses ethnographic data collected in both “real” and “virtual” cities, interviews, and analysis of narratives, whose speech acts engender representation policies.

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**Maria Josep Cuenca,**

***The fuzzy limits between modal marking and discourse marking***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

Discourse markers and modality markers are related both synchronically and diachronically. Some authors consider modality markers a type of pragmatic marker or discourse particle along with cohesive markers or connectives (e.g., Aijmer & Simon-Vandenberg 2006, Fischer 2006, Fraser 1999, Norrick 2009).

The present proposal aims at illustrating the fuzzy limits between modal and discourse marking by analysing some particles used in oral Catalan which exhibit some features typically associated with modal markers and discourse marking.

I assume previous analysis of some Catalan particles such as *clar*, *bueno/bé*, *home/dona*, and markers derived from perception verbs such as *a veure*, *aviam*, *mira*, *escolta*, all of them polyfunctional units resulting of a grammaticalisation process.

All the particles analysed share to a different extent features associated with prototypical modal or discourse markers: (i) like modal adverbs and parenthetical connectives, they are appositional, (ii) like interjections, they occur in responses to previous interventions, (iii) like conjunctions, they introduce a segment and are therefore two position operators, relating two content units.

On the other hand, these particles can be associated with some of the distinctive features of modal particles that Waltereit (2001) puts forward: (i) they specify the illocutionary type of the utterance in which they occurs or, rather, they operate at a speech-act-level modifying “the preparatory conditions of the speech act [...] at minimal linguistic expense”, (ii) they have a non-modal counterpart (iii) they arise “through metonymic semantic change” from their “non-modal counterpart”.

All of them bracket units of talk and also purport pragmatic meanings related with the attitude, knowledge or stance of the speaker. However, they are not integrated syntactically in the utterance, as German modal particles do. In fact, Catalan is included among the languages not having (prototypical) modal particles or at least not many.

Since it does not seem to be a clear-cut boundary between modal and discourse marking, I propose a cline from prototypically modal meaning(s) to prototypically structural meaning(s), the intermediate area being occupied by particles as those analysed (cf. Cuenca & Marín in print).

The analysis of the distinctive features of the particles considered helps defining the category boundary and hence the prototypical definition of discourse and modal marking.

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**Jonathan Culpeper,**

***English politeness: The 20th century***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

A large number of studies have found evidence that present-day English politeness is often characterised by off-record or negative politeness (e.g. Blum-Kulka 1989; Stewart 2005; Wierzbicka 2006; Ogiermann 2009). Indeed, Brown and Levinson's (1987) politeness model is said to reflect characteristics of English politeness, notably, an emphasis on individualism (cf. Matsumoto 1988; Ide 1989; Gu 1990; Mao 1994; Nwoye 1992; Wierzbicka 1991 [2003]). In Culpeper and Demmen (in press), we argued that these supposedly English characteristics are not simply a reflection of British English culture, but a reflection of English culture at a specific point in time, namely, the 19th century. We proposed that sociocultural developments, such as secularisation, the rise of Protestantism, social and geographical mobility, and the rise of individualism, created conditions in which the self became part of a new ideology. Within this ideology, the self was viewed as a property of the individual, and was associated with positive Victorian values such as self-help, self-control and

self-respect. More concretely, using a number of corpora, we traced the history of conventional indirect requests, specifically *can/could you X* structures. These are the most frequent request structures used in English today (cf. Aijmer 1996), and, moreover, emblematic of English negative politeness. We showed that such ability-oriented structures first developed in the 19th century. However, it was also clear from our data that at no point in the 19th century did the frequencies of such structures aspire to the heights reported in studies of more recent years. In this study, we fill in the gap by considering what happened in the 20th century. Our hypothesis is that conventionalised negative politeness phenomena experienced a trajectory that is linked to ideological changes. Victorian values continued to hold sway after the death of Queen Victoria in 1901, but gradually eroded after the Second World War. Although they experienced something of a reprise during the period of Thatcherism (1975-1990), they declined rapidly after. In addition to looking at the two conventional indirect structures *can you X* and *could you X*, we will briefly examine three other items, all related to negative politeness and indeed also emblematic of English politeness. We will track the frequencies of the two items *please* and *thank you*, stereotypically referred to by English parents as the "magic words" for achieving successful requests. We will also track *excuse me*, an expression that is often used as a kind of apology when personal space is violated or an individual is inconvenienced. These items relate to the reduction of the imposition of face threatening acts. Our data will comprise the LOB/Brown set of matching diachronic corpora spanning the 20th century (plus a further matching set for the year 2006).

**Federica Da Milano,**

***Non-prototypical uses of personal pronouns in Japanese (and other East Asian languages)***  
[contribution to the panel *Non-prototypical uses of personal pronouns*, organized by De Cock Barbara]

As Kitagawa and Lehrer (1990) have pointed out, although the use of the 2nd person singular for an impersonal is widespread, not all languages permit such an extension. Their hypothesis is that the extension of the 2nd person pronoun to an impersonal is possible only in languages with small, closed pronouns sets.

The impersonal use of personal pronouns is not discussed in reference grammars and data beyond just a few examples are available virtually only for some European languages.

The aim of this paper is to analyze impersonal uses of 'personal pronouns' in East Asian languages: the analysis will be based on data obtained through a questionnaire.

An interesting example is represented by languages such as Japanese and Korean: neither Japanese nor Korean, as other East Asian languages, possesses a clearly defined closed set of personal pronouns. As Bhat (2004) pointed out in his monograph on pronouns in cross-linguistic perspective, a question has been raised as to whether some of the Southeast Asian languages like Burmese, Thai and Japanese can be regarded as not possessing any personal pronouns at all; these languages use different nouns instead of pronouns in order to indicate social status, politeness, etc. Some linguists consider these languages as not possessing any pronouns as such, whereas others regard the nominal forms that are used in place of pronouns to be functioning as first or second person pronouns (Diller 1994).

Languages like Japanese and Korean lacking a closed set of personal pronouns would therefore be expected not to use impersonal *you*.

As Quirk et al. (1985) argue, English plural pronouns of all persons (as well as the special generic pronoun *one*) can function generically with reference to 'people in general'. The use of second person pronouns for generic reference never occurs in Japanese; it is very unnatural (if not ungrammatical) to refer to 'people in general' by means of second person personal pronouns in Japanese.

Moreover, Japanese shows a widespread use of ellipsis as a means of first, second and third person references: this is due to the generally observed reluctance to employ a group of nouns which are regarded as equivalent to personal pronouns in European languages, but are sensitive to the formality of speech events and the gender of the speakers, addressees and referents, unlike their equivalents in European languages.

Crosslinguistically, also 3pl are often used as impersonals and one would expect 3pl impersonals, at least in the generic sense of the term, to be universal. However, this does not appear to be so. There are languages in which 3pl forms may receive only a definite reading. According to the respondents to a questionnaire elaborated by Siewierska (2008) this is the situation in Mandarin, Cantonese and colloquial Sinhala as well as Japanese, Vietnamese and Thai. That the latter three languages do not allow for an impersonal reading of the expression used for third persons is not surprising, since, as we said, they are typically seen as lacking true personal pronouns. The nominals that are used in lieu of pronominal forms continue to have transparent semantic content and are thus not easily interpretable as impersonal.

**Anna Danielewicz-Betz,**

***"We're in it to win it": Executive power in corporate discourse - a CDA/pragmatic interface***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

From the CDA perspective of investigating the role of discourse in the (re)production of social power, the paper will examine how top corporate executives administer power on a global scale. Taking the corporate identity and culture into account (including the impact of M&A activities), we will consider both internal (employees as stakeholders) and external (governments, competition, customers, etc. as stakeholders) power relations as expressed in discourse and its manipulation. The aim is to illustrate how global corporations rule the roost. We shall argue that political discourse has become “corporatised” to such extent that discourse at the highest board level can be compared to that of heads of state:

*Since January 2010 [in the US] corporations may spend as freely as they like to support or oppose candidates for president and Congress. (...) "It is a major victory for big oil, Wall Street banks, health insurance companies and the other powerful interests that marshal their power every day in Washington to drown out the voices of everyday Americans," the president [Obama] said in a statement. [Washington Post, January 22, 2010]*

Furthermore, we will illustrate how CEOs execute/abuse power and strive for dominance in the market, (verbally to begin with) “crashing” the competition in the process. The focus of the paper is on very much under-researched primary corporate discourse (i.e. internal communication and communication with partners via Intranet and Extranet, respectively), especially in the context of Mergers & Acquisitions in the IT business. External corporate communication, whereby the source is primary as well, (corporate websites, press releases, interviews, events, webcasts, etc.) will be analysed as public discourse targeting a different kind of audience.

Combining the CDA approach, especially to manipulative power of discourse, with that of interdisciplinary and cross-cultural Pragmatics, we will further analyse corporate discourse as predicting the audience’s interpretative behaviour (i.e. anticipating for instance strategic moves of the competition) taking the context, intention and inference into account, pointing to perlocutionary acts of persuasion. Moreover, we will explain how corporate metaphors are linked to Pragmatics by exemplifying the role played by intentions and interpretation in the creation of a given metaphor and how metaphors facilitate reaching corporate targets by means of power discourse.

**Christina Davidson,**

***“Don’t tell him just help him”*: Restricted interactional activity during a classroom writing lesson**

[contribution to the panel *Restricted interactional activities in institutional talk*, organized by Chevalier Fabienne]

Studies have established the restricted interactional activity that occurs during teacher-led lessons in classrooms (Lerner, 1995; McHoul, 1990). However, little attention has been given in conversation analysis to the interactional accomplishment of activities in classrooms when students work alone. This paper presents an analysis of restricted interactional activity during an independent writing lesson. Students in the class were aged between five and seven years of age and during this lesson sometimes needed help and sought help from others. The analysis of sequences of helping establishes two related interactional dilemmas (Pilnick et al., 2009) and illustrates how institutional activity may be constrained by an institutional representative’s orientations to policies and perspectives, in this case to curriculum guidelines that inform classroom instruction.

Requesting help from the teacher presented one interactional dilemma that was managed and mutually resolved by the teacher and individual students: how to get students to write independently. The teacher used questioning to avoid providing specific information and the student then sought other means for working out how to write unknown words. The recurrence of these sequences of interaction illustrates one way that activity during independent writing was methodically restrained. Sometimes students then requested the help of other students and this resulted in a second dilemma for the teacher: how would students learn to write unknown words if they were simply told how to do it by other students? The teacher directed that students should help but not tell. When students complied with the teacher’s directive not to tell, they systematically withheld information in the same ways as the teacher did during her helping activity with individuals. Interactional trouble resulted for the students when help was restricted.

Although students oriented to restricted activity when directed by the teacher or when interacting with her, their other interactions during independent writing encompassed telling when they were not in range of the teacher. That is, at times student’s talk more closely resembled ordinary conversation. Discussion considers how the teacher’s orientations restricted helping and could be linked to institutional policies about classroom instruction including: learning by working out rather than learning through telling. It is concluded that encounters with the teacher during independent writing produced restricted institutional activity and the practical accomplishment of exogenous institutional objectives but not all activity during independent writing was necessarily constrained or restricted in that same way.

Lerner, G. (1995). Turn design and the organization of participation in instructional activities. *Discourse Processes*, 19, 111-131.

McHoul, A. W. (1990). The organization of repair in classroom talk. *Language in Society*, 19, 349-377.

Pilnick, A., Hindmarsh, J., & Gill, V. T. (2009). Beyond 'doctor and patient': developments the study of healthcare interactions. *Sociology of Health and Illness*, 31(6), 787-802.

**Elena Davitti,**

***Dialogue Interpreting as Intercultural Mediation. Integrating Talk and Gaze in the Analysis of Parents-Teacher Meetings***

[contribution to the panel *Exploring participants' orientation in interpreter-mediated interaction*, organized by Gavioli Laura]

This paper draws upon an ongoing PhD project that applies a multimodal and interdisciplinary research method to investigate the dynamic co-construction of authentic mediated interactions in pedagogical settings. The analysis, qualitative in nature, focuses on a small corpus of naturally occurring, video-recorded, mediated parent-teacher meetings (PTMs). The encounters are fully comparable in terms of number and background of participants, purposes of the meeting and language pair (English/Italian). While the majority of studies on dialogue interpreting (DI) have focused on courtroom and healthcare settings, pedagogical settings have remained largely unexplored despite their distinctive features and the growing demand for interpreters in such contexts.

My approach integrates gaze in a Conversation Analysis-based design aimed to explore how interactants orient to the sequential organization of verbal and non-verbal activities in the production and monitoring of each other's actions for the joint negotiation of meaning, understanding and participatory framework. The idea suggests that actions are laminated, i.e. composed of different layers (lexical structures and embodied displays) complementing each other in accomplishing coherent courses of action.

Although non-verbal features have been recognised as part and parcel of human social interaction as well as important vectors of meaning and co-ordination (Goodwin 1981, Kendon 1990, Rossano 2009), their sequential positioning in the production of the ongoing flow of talk and their use by interpreters to complement/replace specific verbal features is uncharted territory in DI. Since the groundbreaking work by Lang (1978), little research has integrated gaze in the analysis of the interpreter's (and participants') verbal output (Wadensjö 2001, Bot 2005, Mason 2010). To enable its investigation, gaze is encoded alongside specific conversational cues via ELAN. This is software that interfaces audio-video input in a user-friendly hypertextual transcription.

Assessments are the basic structural unit for analysis of the verbal component. Firstly, they are frequently found in the interactions possibly by virtue of the evaluating nature of PTMs. Secondly, they provide a stable structural unit that can be identified within the stream of talk. Thirdly, the production of assessments involves taking up a stance towards a referent; therefore, the way they are dealt with by interpreters in interaction may affect the interpersonal dimension which is too often neglected. Assessments will be considered within the sequences in which they occur as they seem to be used by participants as interactional resources to "package" specific actions; namely, raising problems, performing a request and reporting. Provided that initial conversational moves are usually made by teachers, particular attention will be paid to the formulations provided by interpreters and to their interactional impact in terms of alignment, affiliation and involvement.

One basic assumption is that "dialogue interpreters cannot avoid functioning as intercultural mediators" (Wadensjö 1998), however, a critical stance is taken towards the idea of interpreters as bridges and communication facilitators by default. Among the questions for analysis are: does the interpreter attempt at reducing distance and establishing a direct contact among the parties? To what extent do the interpreter's choices affect active participation, thus (dis)empowering participants' voices and (not) providing opportunities for them to express their personal positioning and cultural views? The paper will discuss the main findings obtained.

**Anna-Maria De Cesare Greenwald, Margarita Borreguero Zuloaga**

***From "focus adverbs" to "discourse connective": A multilingual account based on the Basel Model***

[contribution to the panel *Discourse units in conversation: from Romance languages to Theoretical Pragmatics*, organized by Pons Borderia Salvador]

Currently, the syntactic and semantic properties of the so-called 'focus' adverbs – It. *anche, solo, soprattutto*, Fr. *aussi, seulement, surtout*, Sp. *también, solo/solamente, sobre todo*, etc. – are well known (cf., to name but a few, König 1991 for English and German, Andorno 2000 and De Cesare 2004 on Italian; Nølke 1983 and Perrin-Naffakh 1996 on French and Cuartero Sánchez 2002, Borreguero Zuloaga in prep. for Spanish). From a syntactic point of view, they can modify a wide range of categories (they are trans-categorical operators) and are very mobile in the sentence; from a semantic point of view, their main property consists of evoking a paradigm of alternatives to the element they modify. By contrast, the informational and textual properties of these items have received less attention in the literature. Little attention has also received the relationship between their function as focus adverbs and their role in the organization of texts, in particular in written communication.

In this paper, we will address these issues by showing that, in addition to their focusing function, these adverbs can perform important textual functions, in particular play a role as discourse connectives. The shift from the

focusing adverb function to the discourse connective one depends mainly on the type of information unit of the utterance in which they are found. Our account will be based on the so-called “Basel Model” of information structure of the utterance and text organization presented in Ferrari *et al.* 2008 and will discuss data from three Romance languages (Italian, French and Spanish). The contrastive approach adopted in the paper will allow us to show that the connective function performed by some of these adverbs varies cross-linguistically from both a quantitative and a qualitative point of view. For instance, while French *aussi* and Spanish *también* can be used as discourse connectives expressing consequence and addition respectively, Italian *anche* rarely takes up this role. Thus, the discourse connective function of these items cannot be account for programmatically and depends on other factors, such as the availability of competing lexical items. The account presented in the paper will be useful to analyze other, non-Romance languages.

Andorno 2000, *Focalizzatori tra connessione e messa a fuoco*, Franco Angeli.

Borreguero Zuloaga (in prep.), “I focalizzatori nelle varietà di apprendimento: *anche* vs. *también*”, *XI Congresso SILFI*.

Cuartero Sánchez 2002, *Conectores y conexión aditiva, Los signos incluso, también y además en español actual*, Gredos.

De Cesare 2004, “L’avverbio *anche* e il rilievo informativo del testo”, in Ferrari (ed.), *La lingua nel testo, il testo nella lingua*, Istituto dell’Atlante Linguistico Italiano, pp. 191-218.

Ferrari et al. 2008, *L’interfaccia lingua-testo. Natura e funzioni dell’articolazione informativa dell’enunciato*, dell’Orso.

König 1991, *The Meaning of Focus Particles: a Comparative Perspective*, Routledge.

Nölke 1983, *Les adverbies paradigmatisants: fonction et analyse*, in *Revue romane* 23, Akademisk Forlag.

Perrin-Naffakh 1996, “Aussiadjonctif: de la syntaxe à la sémantique”, *Le français moderne* LXIV/2, pp. 136-154.

## Barbara De Cock,

### *Register, intersubjectivity and non-prototypicality of personal pronouns*

[contribution to the panel *Non-prototypical uses of personal pronouns*, organized by De Cock Barbara]

In this paper, I will argue that the traditional ascription of non-prototypical uses of personal pronouns to a specific genre and/or register, needs to be revised. Instead, I will propose an analysis in terms of intersubjective effect as a more suitable explanation of the distribution of these phenomena.

Non-prototypical uses of personal pronouns have been described for a long time in the literature, e.g. generic and speaker-referring *you* (Grimm 1866), hearer-oriented *we* (Brown & Levinson 1978). Often, these uses are deemed to be confined to – or typical for – a certain register or genre. The hearer-oriented uses of *we*, for instance, are associated to power-relationships such as teacher-student, doctor-patient (Haverkate, 1984:87; Iglesias Recuero, 2001:266), whereas generic and speaker-referring *you* have been considered a feature of oral language, rather than written language (Vila 1987, Hidalgo Navarro 1996, Tarenskeen 2010). An additional distinction to be made is the one between “true” orality and “conceptual” orality, viz. written genres that mirror orality, such as theatre texts (Koch & Oesterreicher 1985).

Based on an analysis of three Spanish multi-person interaction corpora, namely informal conversation (COREC-UAM), TV-debates (COREC-UAM) and parliamentary debates (Congreso 2001, 2005), as well as examples taken from commercial discourse, I will argue for a more layered analysis of the genre- or register-relatedness of non-prototypical uses of personal pronouns, also in other Romance and Germanic languages.

Thus, the strictly complementary genre-distribution between a generic 2<sup>nd</sup> person singular and *uno* “one” argued for in Spanish literature, does not seem to hold, e.g. in utterances combining both forms such as (1) call for a different type of analysis. Similarly, hearer-oriented 1<sup>st</sup> person plural forms are also found in context where no power-relationship can be defined, e.g. among partners (see o.a. Borthen 2010, author in press) (2).

(1) *Allá hay camaroneras, que va uno por el río Uchire,*

There there-are nets-for-shrimps, that goes-3SG one by the river Uchire,

*tú ves las camaroneras.* (ccon022e)

you see-2SG the nets-for-shrimps.

‘Over there, there are nets for shrimp fishing, when one goes by Uchire river, you see the nets for shrimp fishing.

(2) *Good for you, honey, but listen, we have to do the dishes.* (Grand Magazine)

I will show that these uses stand apart in view of their intersubjective effect, however (Benveniste 1966, Lyons 1982, Traugott 2003). The generic 2<sup>nd</sup> person singular, for instance, has a stronger intersubjective effect than *uno*. From this perspective, the distribution of non-prototypical uses of personal pronouns can be linked to overall differences as to the presence of intersubjectivity according to register (as attested in Scheibman 2002, 2007, De Cock 2010). Thus, the concept of intersubjectivity allows for a more comprehensive analysis of these phenomena than a mere register-based analysis.

Corpora

Congreso de los Diputados. 2001. *Sesiones plenarias del 26 y 27 de junio del 2001*, 4619-4721.

<http://www.congreso.es>

Congreso de los Diputados. 2005. *Sesiones plenarias del 11, 12 y 17 de mayo del 2005*, 4329-4527.

<http://www.congreso.es>

COREC-UAM. 1992. *COREC. Corpus de Referencia de la Lengua Española*

*Contemporánea*. <http://www.lllf.uam.es/~fmarcos/informes/corpus/corpulee.html>

**Eva De Smedt,**

***On the interactional achievement of journalistic neutrality in political television debates***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

In political television debates, journalists are required to play out a number of roles in order to achieve a legitimate position as media professional. They are, for instance, responsible for managing the interaction, critically questioning politicians, and moderating the discussion, and this from a neutral, balanced and impartial stance. As representatives of the institution of political journalism, journalist-anchors in political television programmes are faced with a difficult tension between being critical and preserving a neutral and objective stance, without coming off as over-adversarial. It has been argued before that the achievement of journalistic neutrality is very peculiar in the context of live television programmes: in contrast to print news media, the journalistic practices in political television talk are broadcast 'live' and are, thus, open to immediate critical evaluation of diverse societal actors (e.g. Clayman, 1992: 163-164). As a consequence, journalists fall back on a number of strategic interactional activities in an attempt to overcome this professional difficulty. The work of Steven E. Clayman (1988, 1992, 2002) on journalistic neutrality is especially relevant in this context. He notices, for instance, that, in news interviews, journalists can very strategically shift their interactional 'footing' when producing risky or evaluative assertions to achieve a formally neutral position.

This paper partly builds on and extends the scope of Clayman's studies by focussing on how journalists achieve a neutralistic posture in the context of political television debates. Special attention will be given to the ways programme formats and production frames are closely related to and strategically invoked as resources in this interactional achievement of neutrality. The paper's corpus comprises transcriptions of the 2009 pre-election television debates of the Flemish public service broadcaster VRT. The data are analysed from a mixed-method approach including analysis of media formats and CA-oriented analysis of on-air interactions between journalists and politicians. It is argued that the presence of prearranged production frames – such as reportages, citizen testimonies, and expert contributions – can help journalists in maintaining a defensible neutralistic stance in the interaction and successfully achieving an identity as competent media professional.

Clayman, S. E. (1988). Displaying neutrality in news interviews. *Social Problems*, 35(4), 474-492.

Clayman, S. E. (1992). Footing in the achievement of neutrality: the case of news-interview discourse. In Drew, P. & Heritage, J. (Eds.), *Talk at Work. Interaction in Institutional Settings*. Cambridge: Cambridge University Press, 163-198.

Clayman, S. E. (2002). Tribune of the people: maintaining the legitimacy of aggressive journalism. *Media, Culture & Society*, 24(2), 197-216.

**Elwys De Stefani, Lorenza Mondada**

***Creating meaningful places: The interactional constitution of «discoveries» in guided tours***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

Interactionally oriented scholars have recently identified touristic guided tours as a «perspicuous setting» (Garfinkel & Wieder 1992) for the analysis of the interactional constitution of space (e.g. Mondada 2005, Birkner & Stukenbrock 2010, De Stefani in press). Indeed, participants in guided tours are repeatedly engaged in constituting and dissolving interactional spaces, inter alia by positioning their bodies in specific ways and by alternating stationary and mobile episodes of interaction. Moreover, tour guides systematically orient the co-participants' attention towards specific surrounding objects, thus using the environment as a resource for their actions. How the saliency of these objects is interactionally achieved is the topic of this paper.

Drawing on a video-recorded corpus (15h) of guided tours that have taken place in France and in Italy, we will focus specifically on those objects that are not immediately recognisable as "meaningful" for the participants' practical purposes (e.g. hidden, "unseen" or surprising details). Drawing on Conversation Analysis, we will describe the multimodal resources that tour guides deploy in order to constitute previously unnoticed physical referents as relevant and meaningful objects. We will show that the constitution of meaningful places is achieved a) through specific, co-oriented positionings of the participants bodies; b) through multimodal (including verbal) practices that shape and focus meaningful objects, such as pointing, deixis, etc; c) through reconfigurations of the participation framework – as tour guides recurrently let the visitors "discover" initially unseen objects, e.g. by

formulating questions, by instructing where and what to look at, etc. In addition, these practices exhibit certain ways of categorising the visitors, for instance as "adults", "locals", 'experts', "schoolchildren", etc.

More generally, the aims of our paper are a) to give a detailed description of how participants inscribe interactional episodes in space, b) to show how, at the same time, participants use properties of the environment to construct an "interactional" space relevant for the activity, and c) to examine how the accountability of a place is interactionally construed. In this sense, we understand our paper as a contribution to the discussion of the interrelationship between "given" spaces and "interactionally construed" spaces.

Birkner, K. & Stukenbrock, A. (2010): Multimodale Ressourcen für Stadtführungen. In: M. Costa & B. Müller-Jacquier (eds.): *Deutschland als fremde Kultur. Vermittlungsverfahren in Touristenführungen*. München: Judicium Verlag, 214-243.

De Stefani, E. (in press): Reference as an interactively and multimodally accomplished practice. Organizing spatial reorientation in guided tours. In: M. Pettorino *et al.* (eds.), *Spoken communication between symbolics and deixis*. Newcastle: Cambridge Scholars Publishing.

Garfinkel, H. & Wieder, D. L. (1992): Two incommensurable, asymmetrically alternate technologies of social analysis. In: G. Watson & R. M. Seiler (eds.), *Text in context. Contributions to ethnomethodology*. London: Sage, 175-205.

Mondada, L. (2005): La constitution de l'origo déictique comme travail interactionnel des participants. Une approche praxéologique de la spatialité. *Intellectica* 41-42: 75-100.

### **Remedios Regina de Vela-Santos,**

#### ***Speaking of Poetry as Silence and Sovereign Sacrifice (Blood-remembering)***

[contribution to the panel *The Pragmatics of Silence*, organized by Kurzon Dennis]

With reference to the course or the measure by which "the first word of a verse arises" described by Rainer Maria Rilke and which he names "blood-remembering", this paper will consider poetry as the trace of sovereign human sacrifice and, as such, the possibility of silence speaking. The first part of the paper considers the force with which sovereignty, sacrifice and silence are intimately related by reexamining the apparent opposition or contradiction between *ius talionis* (Exodus 21: 22-25) and the *Beatitudes* (Matthew 5: 38-40). The paper advances the view that as epistemological and/or ontological discourses on justice, both *ius talionis* and the *Beatitudes* call forth an awareness of sovereign existence or a being aware of its entitlement to divinity. The concept of sovereignty that the paper elaborates is explained in terms of a submission (the performance of sacrifice) to God's mysterious design. It is proposed that authentic sovereignty involves setting aside human (even moral, ethical or legal) standards or intentions concerning justice in the Name of Divine Mercy. With this in mind, the second part of the paper outlines the stages constituting "blood-remembering" in terms of (a) recalling sensual experience that constitutes a poetic being's will; (b) offering up the poetic being's will in forgetting and awaiting its return; and (c) recognizing the return of the poetic being's will as silence or as "memories turned to blood within" or what gives rise to the formation of verse as the paradoxical utterance of silence. The paper concludes that the possibility of poetry as silence speaking is the extent to which it is the outcome of a sovereign or authentic sacrifice. The extent to which a poetic verse proves authentic, in turn, has to do with the poet's memories of sensual experience being offered up as pleasing sacrifice and returning as silence.

### **Mirjana Dedaic, Mira Miskovic-Lukovic**

#### ***Odnosno at the ICTY: A Case of Disputed Translation in War Crimes Trials***

[contribution to the panel *Discourse Markers in South Slavic Languages*, organized by Dedaic Mirjana]

Long discussions questioning the *International Criminal Tribunal for the Former Yugoslavia* (ICTY)'s translators' work on defendants' discourses ensued as the lawyers noticed that the Bosnian/Croatian/Montenegrin/Serbian (BCMS) word *odnosno* had been translated differently in different texts. The inquiry was prompted because *odnosno* can be both a preposition/connective ('regarding', 'respecting', 'in/with reference to', 'apropos', 'respectively', 'or') and a discourse marker ('in other words', 'that is', 'more exactly'). Instantiated meanings of the word *odnosno* are pragmatically determined in the interplay of co-text and context. Using the relevance-theoretic framework, we first consider the differences between prepositional/connective and discourse-marking uses, and then develop a unitary semantic-pragmatic account of the discourse marker *odnosno*. We then re-examine the ICTY trial scripts to test our findings and check them against the actual translations that underlie the lawyers' dispute. Our aim is that the linguistically theoretical aspect of our paper (i.e. the cognitive/socio-pragmatic analyses of *odnosno*) will find its application in assessing and explaining the noted translational problems.

### **Liesbeth Degand,**

#### ***From connective to discourse particle: The case of donc and alors in spoken French***

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by Beeching Kate]

One of the key issues in the study of discourse markers in the left and in the right periphery is the question whether we find two differentiated paradigms in these two key positions, or whether the semantic and pragmatic distribution of a given discourse marker remains stable whatever its position in the utterance. In this paper we will tackle this question on the basis of the study of two polysemous discourse markers in spoken French: *alors* ('then, at that time, so') and *donc* ('so'). In line with Waltireit & Detges (this panel), we assume that the semantic distribution of these markers varies with their position in the utterance, and that this semantic variation has to be interpreted in paradigmatic terms: the left periphery favors "conjunctive-like" meanings (or discourse coherence constructions), while the right periphery favors "turn-yielding discourse particle" meanings (Mulder & Thompson 2008), i.e. interpersonal, but also modal functions (Hansen 1997).

Degand & Fagard (2011) have found that *alors* moved over time from medial position to peripheral (initial) position first, and only recently to right peripheral position. They showed that this syntactic movement initiated semantic change (syntactic change > meaning change); following Traugott (2010) this migration towards peripheral position is likely to be accompanied by a process of (inter)subjectification. Here we take a synchronic point of view analyzing the use of *donc* and *alors* in these peripheral positions, thus considering the outcome of this supposed process.

In a corpus analysis, it was found that *alors* occurs in the left periphery in 54% of the cases and in the right periphery in 36.4% (on a random sample of 250 occurrences in the online MOCA database, an online version of the Valibel database). *Donc* is also found on both sides of the utterance but in different proportions: 78.5% in the left periphery and 19% in the right periphery. Bolly & Degand (2009) showed furthermore that *donc* in initial position expresses both argumentative (consequential) and We extended our sample of analysis so as to have 100 random occurrences of each of our markers in the left and right periphery. Analyzing each of these occurrences for relational meaning, mood type and turn organization, our preliminary results for *alors* indicate that in 70% of the cases utterance-final *alors* occurs at the end of a turn functioning as a turn-transition device; it mostly takes the form of a confirmation request or an information trigger (65%), thus functioning as an interactional device; and it either expresses a causal-conclusive relation (59%) (ex. 1) or a discourse structuring relation, helping to yield the upcoming turn (or keep the information going) (26%).

- (1) L1: **alors** j'avais trois ans depuis trois ans / et j'en vais avoir quatre-vingt-deux  
 alors I was 3 years since 3 years / and I will be 82  
 L2: ça fait quatre-vingt ans que tu habites ici **alors** ?  
 You've been living here for 80 years alors?  
 L1: oui oui depuis quatre-vingt l- ans que j'habite ici  
 yes yes since 80 years that I live here

Thus, in 70% of the cases, utterance-final *alors* is indeed intersubjective in nature playing a role in the turn transition system. In the left periphery, we expected to find primarily "connective-like" meanings. This is indeed the case in writing (Degand & Fagard 2011), in speech, however, only 33% is used in a "conjunctive-like" way establishing local (temporal or causal) coherence between two segments. Most of the left peripheral *alors* occurrences are metadiscursive in use, i.e. marking a topic-shift, resuming a topic, or initiating a turn (cf. the turn-initial *alors* in example 1). Further fine-tuning is needed but these results seem to suggest that in speech these turn-organizational uses become predominant in the left periphery too. In order to test whether these first results for *alors* can be interpreted in paradigmatic terms, the analysis will be extended to other discourse markers, starting with *donc*.

### **Renate Delucchi Danhier,**

#### ***Language-specific conceptualizations of space in route directions by German and Spanish native speakers***

[contribution to the panel *Language-specific conceptualizations in linguistic and non-linguistic tasks: comparing native speakers and second language users*, organized by Flecken Monique]

In this panel, we focus on cross-linguistic comparisons in order to identify differences across languages that can be traced back to specific features of the language systems involved (lexical as well as grammatical). A first question to be addressed concerns the extent to which varied languages display overlap and/or differences in several domains, with particular attention to comparisons involving Romance vs. Germanic languages. A second question focuses on second language learners: is it possible to acquire target-language specific conceptualizations that might be reflected in linguistic and non-linguistic tasks?

This panel will present research carried out within the Thinking for Speaking (cf. Slobin, 1996) and Seeing for Speaking (cf. von Stutterheim & Nüse, 2003) tradition. It will combine more 'classical' approaches to investigating cross-linguistic differences, i.e. the analysis of language production and comprehension data elicited in controlled experimental situations with novel approaches such as the use of eye tracking (looking at

attention allocation in different types of language users) and ERP experiments (looking at neural responses to different stimuli of different language users).

These methodological developments can make a strong contribution to the investigation of language-specific conceptualizations and can also help to address the question of what it means for learners to have acquired a language with an underlying conceptual pattern that may differ from or show similarities to the one in their first language. One aspect of the panel will be to discuss how these new methodologies may help find out the extent to which language-specific preferences are also present beyond language use and reflect deeper differences in speakers' underlying cognitive processing as reflected in so-called 'non-linguistic' tasks (such as gaze movement and neural responses). The panel will include the presentation of several studies that explore new methodologies for both cross-linguistic comparisons and second language research. It is only recently that research on language acquisition has begun to show some interest for language-specific cognitive preferences (see for example Dimroth et al., 2010; Han & Cadierno, 2010; Hickmann et al., 2009; Hendriks et al., 2008; Carroll & Lambert, 2006). Another innovative aspect of the panels is to bring together studies focusing on several aspects of the linguistic system, e.g. grammatical as well as lexical features in a number of different subdomains:

- a) space (motion events, route descriptions)
- b) time (tense, aspect, event construal and event representation)
- c) contrastive and additive relations in discourse (information structure)

**Carolyn Demuth, Heidi Keller, & Relindis D. Yovsi**

***Style and affect in mother–infant interactions: ‘Cultural patterns in mothers’ responses to children’s negative affect***

[contribution to the panel *Style and affect in interaction*, organized by Fasulo Alessandra]

From birth on, infants habitually and tacitly internalize cultural knowledge through repeated participation in culturally shaped routine practices through which the child learns how to participate in the larger cultural community (e.g., Miller 1996; Quinn 2005). Communication plays a major role in this process (e.g., Ochs & Schieffelin 1984; Schieffelin & Ochs 1986). Discursive practices, comprising both nonverbal and verbal communication express cultural and social values as well as cultural notions of self and modes of interpreting social reality (Keating & Egbert 2004). Analyses of caregiver-child interactions have demonstrated how particular cultural discursive practices lead to the construction or limitation of children’s autonomy (Fasulo et al. 2007), how children gain access to cultural understandings of norms and transgressions (Pontecorvo et al. 2001), acquire an understanding of their roles of participants in interactions (Fatigante et al 1998), or of family time and family togetherness (Kremer-Sadlik, Fatigante, & Fasulo 2008), as well as culturally appropriate senses of self-in-relation-to-others (Miller et al. 1996, 1990). Studies have so far, however, only focused on later stages of childhood. Drawing on a discursive practice approach, this study investigates how cultural orientations are communicatively co-constructed already in early mother-infant interactions.

We focus on two distinct cultural communities: the Nso farming community in Kikaikelaki in the Western Grassfields of Cameroon and middle-class families in the North German city of Muenster. Special emphasis is given to how mothers use directness and mitigating devices as well as politeness strategies such as offers, requests or the co-operative first person plural use “we” to direct the interaction to illicit the child’s compliance, as well as to the role of affect as modulating the interpersonal relation between mother and infant. On a meta-communicative level, for instance, politeness-strategies allow to effect changes in the child’s behavior without threatening the affective-relational bond between the interlocutors.

The data corpus comprises video recordings of 20 Nso and 20 Münster mothers with their three months old infants in free play interactions of approx. 10 minutes and their transcription. Analysis followed the procedures of conversation and discourse analysis.

A major difference was found in the way mothers structured the interactions and in the varying degrees of directness by which mothers exert control over the flow of the interaction. These patterns became particularly evident when negative affect was expressed by the child.

In the Muenster group, the prevailing pattern in handling the infant’s expression of negative affect was the use of co-operative and negotiating strategies. Mothers try to find out what is wrong with the child by including the child in the solution finding process using diverse turn-taking strategies. Another, however less prominent, pattern was to use downplaying and indirectly controlling discourse strategies, for example irony or mitigating devices. Finally, some Muenster mothers used straightforward directive strategies to promote time orientation and self-regulation.

In the reactions of the Kikaikelaki mothers to their child’s expression of negative affect, there was less variation and there were overall fewer instances of situations in which babies started whining or crying. The Nso mothers commonly used discursive devices to exert direct control and positioned the child as having to obey and comply in a hierarchical setting. Although reactions to whining varied across dyads, the reactions followed a very similar pattern: vocal distraction and rhythmic animation, expressing disappointment and scolding the child, conveying a social norm, commanding the child vigorously to stop, asking rhetorical questions, and assuring relational accord after the child complied.

The findings are discussed with regard to the cultural ideologies which are mediated through these different communicative practices.

**Arnulf Deppermann,**

***On the place of sentences in the temporal structure of interaction***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

It is a well-known fact that turns in interaction often do not consist of sentences. This insight applies a fortiori to the beginning of turns: Many turns start with vocal and verbal productions which are not part of sentential structures, even if later parts of the turn do consist of sentences. For many interactive tasks, the production of sentences is neither necessary nor even suitable. But when do speakers produce sentences in interaction and what are they specifically used for? I will try to locate the phenomenon of sentences within the constraints and affordances of the temporal structures of talk-in-interaction. My argument will be based on corpus-linguistic and sequential analysis of data from very diverse genres of interaction in German language (informal conversations, psychotherapy sessions, emergency operations, and biographical interviews). I will claim that speakers in interaction have to deal with three tasks of turn-construction, which are temporally ordered:

1. the multimodal preparation of the turn (e.g., turn-claiming, postural and visual alignment with addressees, displaying readiness to take the turn),
2. the retrospective and responsive design of the turn with respect to the current state of the interaction, in particular, with respect to the immediately prior turn of the prior speaker (e.g., displaying understanding of previous turns and fulfilling projections established by them, producing coherence with the previous turn, adapting the current turn to lexico-syntactic and prosodic structures of the prior turn),
3. the production of a contribution which advances the interactional business in a progressive way. This is done by producing a turn which was not or only very schematically projected by previous turns.

Many turns in interaction only involve the first two steps; i.e., they retrospectively build on prior turn(s) and they are responsive without being progressive in the sense of step 3. Response particles, routine formulae, collaborative turn-continuations and many forms of ellipsis do that job. It will be argued that realizing step 3, the production of a turn which achieves not (fully) projected progression, is precisely the point where sentences come into play: Sentences are the resource of verbal conduct which is uniquely equipped to express states of affairs, to initiate topics, and to perform actions which are not already (fully) projected by prior talk. The constructional format of the sentence enables the speaker to introduce new topics and new referents, to express complex ideas and to account for non-projected actions. The (relative) syntactic autonomy of sentences thus seems to mirror the (relative) autonomy of the speaker in producing a contingent new twist in the interactional process which transcends what has been prefigured by prior talk. In this way, sentences open up the site for the production of novelty and contingency in interaction.

**Ulrich Detges, Richard Waltereit**

***Moi, je ne sais pas vs. je ne sais pas, moi. French tonic pronouns in the left vs. right periphery***

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by Beeching Kate]

Ulrich Detges, LMU Munich Placement of one and the same LM item in the left vs. the right periphery of the sentence can produce characteristic differences in meaning. A case in point is Modern French *moi, je ne sais pas* '[As for me,] I don't know' vs. *je ne sais pas, moi* 'I don't know [I am sceptical]'. In our paper, we will study such asymmetries of function against the backdrop of a theory of the left and right periphery in a universal perspective. We assume that this asymmetry is rooted in the linear unfolding of discourse. Thus, the left periphery anchors the emergent phrase in the foregoing discourse. By contrast, the right periphery is a locus for speaker's comments on the completed phrase, suitable for fine-tuning the latter's impact on the audience. In other words, the left periphery characteristically hosts discourse-coherence constructions (topicalization constructions, turn-taking devices etc.), whereas the right periphery expresses modal and/or interpersonal functions. This general claim will be spelled out in more detail for French tonic subject pronouns, that is, a small set of grammatical elements with important discourse functions. Even though these functions have been extensively studied in the literature (e.g., Lambrecht 1994, Morel 2007, Carton 2009), the respective contribution of the left and right periphery has never been systematically acknowledged. Based on an analysis of Modern Spoken French we will show that the discourse functions of the tonic subject pronouns directly reflect the left-right asymmetry. Another aspect of this asymmetry which our inquiry will shed light on is the fact that discourse functions of subject pronouns in the left periphery tend to be relatively similar across languages whereas in the right periphery there is a notably greater degree of (language-specific) arbitrariness.

Carton, Fernand (2009): "Etude prosodique d'un cas de détachement. Les pronoms pseudo-disjoints dans un corpus de presse parlée en français", in: Apothéloz, Denis, Bernard Combettes & Franck Neveu (eds): *Les linguistiques du détachement*. Frankfurt: Peter Lang, 173-188.

Lambrecht, Knud (1994): *Information structure and sentence form: Topic, focus, and the mental representation of discourse referents*. Cambridge: Cambridge University Press.

Morel, Mary-Annick (2007): „Le postrhème dans le dialogue oral en français“, in: *L'information grammaticale* 113, 40-46.

**Sigurd D'hondt,**

***Defending through disaffiliation: Toying around with participation frameworks in the criminal courtroom***

[contribution to the panel *Quoting from the case file: intertextual practices in courtroom discourse*, organized by D'hondt Sigurd]

On the basis of an analysis of situated quoting practices in a defense plea in a Belgian criminal trial, I demonstrate that the seemingly unitary activity of “representing one’s client” is de facto composed of a conglomerate of alternating footings-patterns (Goffman). Each of these footing-patterns projects a distinct phenomenal field and incarnates a specific analysis of the relative salience of the inquisitorial and accusatorial aspects of the process of adjudication. Situated practices of quoting and representing other parties’ voices play a crucial part in the negotiation of these various stances.

To begin with, a crucial distinction must be drawn between those parts of the plea where the attorney is *relaying the facts* and episodes in which he makes a guest appearance as *assessor* or *interpreter* of these facts. In the former, the attorney’s role is restricted to the animating and the authoring of the account of the facts, for which the client assumes final responsibility. In the latter, he claims the role of principal for himself, openly aligning himself with the court as sharing the latter’s involvement in finding out the truth.

At yet other stages, the attorney enters into interaction with textual materials produced during previous stages of the trial. Here, he alternately animates the voices of other participants and produces discourse “of his own”. Two different interactional constellations can be distinguished here. *Reports of preparatory meetings with the client* allow the attorney to creatively exploit the indexical potential of his animations of the client’s speech for bringing a particular message across, concomitantly demonstrating a personal commitment to the truth. On yet other occasions, the attorney enters into *a dialogue with the case file*. Here, his animations of the various voices documented in the file draw attention to the intertextual nature of the trial and to its multi-staged character, highlighting the possibility of an interpretive error by the prosecuting magistrate or an inaccurate report by a police investigator.

This analysis of these various practices of quoting and representing other parties’ voices fits into a wider investigation of criminal courtrooms as a highly specific discursive site that imposes its own specific relevances, obstacles and taboos to which courtroom participants creatively adapt in their attempts to demonstrate the defendant’s guilt or innocence.

**Francesca Di Garbo,**

***Diminutives, gender and number-marking: The case of Bantu languages***

[contribution to the panel *Morphopragmatics of diminutives in African languages*, organized by Amfo Nana Aba Appiah]

This paper aims at illustrating the interaction between diminutives, gender and number marking in Bantu. The phenomenon will be investigated by means of data from a sample of 20 Bantu languages. Correlations among gender, number and diminutive markers show up across the world languages in various ways and for various language-specific and diachronically grounded reasons. The phenomenon is stable and well attested across Bantu, where diminutives are mostly encoded as noun classes.

Four patterns will be explored in order to highlight the major morphopragmatics properties of diminutives in Bantu:

- 1) **The status of diminutives in the context of the Bantu noun class system.** In many Bantu languages nouns are not assigned by default to the diminutive class but they are only transferred to it when special semantic or pragmatic properties need to be expressed. Also, certain noun classes may develop a diminutive function as a result of the semantic extension of their domains of use.
- 2) **The function of diminutives as a size grading strategy.** In some languages, multiple class prefixes can function as diminutive markers and are alternatively used to grade the size of the noun referent. The phenomenon is observed in Lega where class 12 (*ka-*) competes with 19 (*si-*) for the coding of diminutives. The only difference in the distribution of the two prefixes is that class 12 classifies the referent as ‘small’ while class 19 works as a stronger size marker, being often translated as ‘tiny’, ‘very small’. Interestingly, such a difference is neutralized under plural inflection.
- 3) **The singulative function of diminutives with uncountable nouns.** It is quite common among the sampled languages that diminutive class markers be used with uncountable nouns to convey the meaning of ‘a little of’, ‘a small quantity of’, as in the case of Shona:

Shona (Niger-Congo, Benue-Congo, Bantoid) (Fortune 1955)

*mvura* 'water' (cl.6)

*tumvura* 'a small quantity of water' (cl.12)

- 4) **The diachrony of diminutives in Bantu.** Many of the Bantu languages encode diminutive as noun classes. However, in some languages of the Southern Bantu area (e.g. Tswana, Venda and Zulu) it is not rare to encounter cases in which the diminutive prefixes were replaced by suffixes or clitics of more recent grammaticalization. Such newly grammaticalized markers cover more or less the same domains of use described for the older diminutives. However, a more recent development of suffixal diminutives is their use as feminine markers: the phenomenon is spread across a number of languages of the Niger-Congo family, whose noun class systems do not initially mark natural gender distinctions.

These and similar issues will be discussed and commented on in the details of the presentation. Our impression so far is that in Bantu languages, the morphopragmatic properties of diminutive constructions need to be investigated within a broader perspective on the grammatical domains involved in the construal of the noun phrase, such as noun categorization, quantification, countability and boundedness values.

Fortune, G. 1955. An analytical grammar of Shona. London: Longmans Green.

**Stephen DiDomenico,**

***Language, evaluation, and "uptake": Revisiting the discursive challenge to politeness research***

[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

Over the last two decades, criticisms of Brown and Levinson's politeness theory have been numerous. More recently, a group of researchers have called for a paradigm change in politeness studies by abandoning this "traditional" view in favor of a "post modern" or discursive one that gives greater attention to the role of interactional data and the evaluative nature of language via participants' own perceptions of politeness phenomena (Locher, 2006; Mills, 2003; Watts, 2003). A similar methodological strategy is found in Conversation Analysis (Sacks, Schegloff, & Jefferson, 1974; Schegloff, 1996). Grounded in the perspectives of participants through close, repeated analyses of video-taped recordings of naturally occurring interaction, conversation analytic research focuses on how individuals use language as a tool to accomplish a range of identity, relational, and institutional-level goals in conversational interaction. More specifically, conversation analysis adopts a similar position in using participants' "uptake", or displayed interpretation of a previous speaker's utterance, to ground knowledge claims in its empirical studies. Despite this trend, however, some scholars have expressed concern over whether work grounded in these methods can truly remain free of the researcher's own theoretical pre-occupations or categories that may taint the analysis of the data at hand (Billig, 1999a; Billig 1999b; Haugh, 2007; Terkourafi, 2005).

This paper will examine the role of evaluation, or "the expression of the speaker or writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about" (Thompson & Hunston, 2003, p. 5) in the theoretical and methodological dimensions of politeness and conversation analysis. I will first examine how conversation analysts look to evidence in the discourse of interactants to warrant their knowledge claims and then examine how this type of methodological "safeguard" can be imported into discursive research on politeness to bolster its methodological precision. In the end, it will be argued that politeness scholars must strive to be more rigorous in how to incorporate the evaluative component of language into their data analyses. The resources for this newfound rigor must be found in making salient the evaluations of participants as displayed in the details of the interaction. In taking into account these resources, research in this area will benefit from exhibiting greater methodological accountability and acknowledge the need for interdisciplinarity across the academy. Furthermore, it will be shown (im)politeness research also extends our knowledge of the discourse function of evaluation in that it provides insight into the expressive, relational, and structural components of language (Martin, 2005; Thompson & Hunston, 2003). The chosen method for this paper will primarily be meta-analysis and the desired presentation format will be oral presentation.

**Mercedes Díez Prados,**

***Certainty and doubt adverbs as expressions of evaluation in written texts***

[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

The present study deepens and expands part of the results obtained in a previous work on the lexical competence of male and female native and non-native university students when writing in English (Díez Prados, 2010). Among the devices studied, the expression of *evidentiality* by means of the use of certainty and doubt adverbs was examined. Certainty and doubt adverbs, as boosting and hedging devices, respectively, are lexical resources that fulfil an important pragmatic function in academic essays: that of signalling epistemic stance towards the certainty or doubt of the addressor's own propositions (Conrad and Biber, 2000). These subjective indicators of evaluation can be treated as indicators of the degree of self-reliance, self-confidence and assertiveness in writers. Different patterns of use of these hedging (i.e. certainty adverbs) and boosting devices (i.e. doubt adverbs) have

been observed when the variable of gender is taken into account (Díez Prados, 2010): Whereas female writers used both types of devices in a balanced way, their male counterparts significantly used more certainty than doubt adverbs when writing in English; on the other hand, females used significantly more doubt adverbs than males. Since the texts under analysis belong to the argumentative type, a differentiated use of the pragmatic devices under study may have a bearing on the public image that writers exert when expressing their opinions, influencing the degree of persuasiveness of their claims.

This work seeks to observe how the subjects under study perform their gender identities (Butler 1990) when writing argumentative essays. The subpopulations studied are: male and female non-native speakers of English of three Romance languages (Spanish, Italian and French) and three Germanic languages (Swedish, German and Dutch), as contrasted by male and female native speakers.

The research questions that guide the study are:

1. Which certainty and doubt adverbs are more frequently used by each subpopulation of subjects?
2. Which subpopulation uses a wider variety of certainty and doubts adverbs (type/token ratio)?

Taking into account Hyland and Milton's claims (1997: 185), in order to fully understand the role played by certainty and doubt expressions, the pragmatic use of these adverbs will be interpreted by examining the contexts in which they occur.

Biber, D. & Finegan, E. (1989) 'Styles of Stance in English: Lexical and Grammatical Marking of Evidentiality and Affect', *Text*, 9, 94-124.

Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Conrad, S. & Biber, D. (2000) 'Adverbial marking of stance in Speech and Writing'. In Hunston, S. and Thompson, G. (eds.), *Evaluation in Text*. Oxford: OxfordUniversity Press, 57-73.

Díez Prados, M. (2010) 'Gender and L1 Influence on EFL Learners' Lexicon'. In Jiménez Catalán, R. M. (ed.), *Gender Perspectives on Vocabulary in Foreign and Second Languages*. Hampshire: Palgrave Macmillan, 44-73.

Hyland, K. & Milton, J. (1997) 'Qualification and Certainty in L1 and L2 Students' Writing', *Journal of Second Language Writing*, 6 (2), 183-205.

### **Seza Dogruoz,**

#### ***How do Turkish speakers refer to themselves?: A corpus based analysis of "we" in spoken Turkish***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

Turkish is traditionally described as a pro-drop language (Enç, 1986; Erguvanlı-Taylan, 1986; Kerslake, 1987; Öztürk, 2002) which comes along with the assumption that two otherwise identical utterances with and without an overt subject pronoun are syntactically the same. The differences are assumed to reside in the discourse-pragmatic area. The result is a duality in the sense that the subject pronoun is syntactically free and optional; but there are pragmatic contexts in which the subject pronoun is either required or prohibited. According to this assumption, all subject pronouns are syntactically redundant and their uses can be reduced to mainly two discourse-pragmatic purposes: *topic shift* and *contrast* (cf. Silva-Corvalan, 1994; Flores-Ferrán, 2004; Davidson, 1996; Stewart, 2003; Oh 2007). Analyses of spoken Turkish corpus challenge the above-mentioned views in the following ways:

- In usage-based approaches to language use (Langacker, 1987; Croft 2001, 2010; Goldberg, 2006; Bybee & Beckner 2010), there are no clear-cut borders between lexicon and syntax. Language is made up of several multi-word units (i.e. constructions) and every lexical/morphological item is part of a larger unit. If we apply this view to the subject pronoun use, we would see that subject pronouns are not independent items but they are part of larger constructions with various forms and meanings.
- In order to understand subject pronoun use in a language, we need to have an inventory of the constructions in which subject pronouns appear. This study focuses on the description and categorization of the first person plural pronominal (*biz* "we") in spoken Turkish. Analyses of spoken Turkish corpus reveal that *biz* "we" is part of several different constructions which have unique forms (e.g. fixed and semi-fixed expressions) and meanings (e.g. belonging to a certain group, comparison and contrast with other groups, inclusion vs. exclusion of others) in Turkish.

In addition, corpus analysis also reveals a tendency for male Turkish speakers to use *biz* "we" for describing personal activities or declaring personal opinions whereas female Turkish speakers tend to use *biz* "we" for collective activities (e.g. cooking for a wedding) that involve the whole family or friends. These differences and the above-mentioned constructions with *biz* "we" will be discussed through examples from spoken Turkish corpus.

### **Aurora Donzelli,**

#### ***The Affected Agents of Toraja political discourse Agency, Efficient Causation, and the Ethnopragmatic challenges to traditional semantic and philosophical distinctions***

[contribution to the panel *The Limits of Agency: Exploring the Interface between Semantic and Social Constructs of Agency*, organized by Mayes Patricia]

Although the exploration of the language-action nexus lies at the core of any pragmatic enterprise, ethnographically grounded studies of how the linguistic encoding of semantic agency relates to social forms of agency are few (but see Duranti 1990, 1994 and Ahearn 2001).

Drawing on a corpus of language data videotaped in 2002-2004 during village political meetings in Toraja (Indonesia), this paper offers an ethnopragmatic analysis of the micro-interactional processes through which speakers use different grammatical constructions to perform speech acts such as blaming, praising, exhorting. The paper suggests that looking at how the pragmatics of agency unravels within a language whose grammatical characteristics profoundly differ from those of major Euro-American languages will help understand not only local ethnolinguistic structures and values, but also universal semantic and philosophical issues, such as the complex relation between semantic, moral, and social agency.

Toraja presents a voice system in which morphological alterations on the verb result in two main voice types: An actor voice (AV) and a patient voice (PV). Drawing on Hopper and Thompson's (1980) definition of semantic transitivity, writers who discussed voice selection in other related Austronesian languages, generally argued that PV "correlates with high discourse transitivity, tending to occur in clauses which are realis, perfective, punctual, and/or main" (Wouk 1999: 103), while AV, variously labeled "extended intransitive" (Lee 2006) or "semi-transitive" (Frieberg 1991), is associated with low discourse transitivity and occurs with indeterminate objects and/or in "clauses that are irrealis, imperfective, durative, and/or subordinate" (ibidem).

However, discourse/semantic transitivity parameters are unable to fully to explain or predict voice selection in my Toraja naturalistic data and in those discussed in the literature mentioned above. AV sometimes appears with definite and referential patients or in perfective and punctual clauses, while PV occurs with indefinite or non-individuated objects. Furthermore, although generally lower in transitivity, AV clauses are often associated with the foregrounding of the agentivity and responsibility of the referent of the noun phrase and/or of the speaker.

Moving from this apparent linguistic puzzle, this paper will:

- 1) Reflect on the semantic "paradox" underlying AV clauses that seem to evoke the idea of an "affected agent", who, due to the centripetal feedback effect of his own actions, aside from affecting the object/patient, is also affected by the consequences of its own actions.
- 2) Suggest that the mismatch between allocation of agency and mitigation of transitivity of AV constructions challenges the implicit equivalence between agency and transitivity (understood as a transfer of activity or as a causative relation between the agent and the patient) that tacitly informs the general understanding of agency by philosophers and social theorists.
- 3) Show that rather than being motivated by differences in semantic transitivity of the clause, Toraja voice alternations partake in a culturally specific pragmatics of action that reflect the important local distinction between a deontological and human-centered form of agency (encoded by AV constructions) and a more technical form of efficient cause (encoded by PV) that does not entail the agent to be human, intentional, or morally accountable.

**Claire Doquet-Lacoste, Julie Lefebvre**

***Some examples of failure to name and their treatment in writing processes***

[contribution to the panel *Analyzing Discourse in Progress: A Cross-Disciplinary Approach (Pragmatics, Discourse Analysis, and Text Genetics)*, organized by Cislaru Georgeta]

The corpus examined here comprises real-time reenacted (from drafts) professional writings, more precisely school inspection reports. An important feature of these reports is that they are carried out in two stages:

- immediately on site, in context, in the classroom of the inspected teacher, by noting directly the various elements observed ;
- later on, by reviewing the notes and writing up the report.

Several pragmatic features are at stake in these reports, inasmuch as they have: :

- to be explicit (without any ambiguity), so as to be rightly understood by the teacher and avoid ambiguous expressions whose meaning could later be disputed ;
- to assert the writer's authority, not only institutionally but intellectually speaking (ethos issues) ;
- to be supported by solid arguments, so as to justify the evaluation given at the end to the teacher.

This study examines the way the notes taken on site are modified during further stages of writing. In order to analyze these changes, we use the linguistic tools elaborated about writing processes by distinguishing four basic actions in writing (genetic criticism's categories): addition, deletion, substitution and displacement. These categories are then related to phenomena of failure to name. Different cases may be mentioned:

- failure between reference and nomination: when words are not completely appropriated for things (for example, "a way of speaking to ~~children~~ pupils)
- failure between the writer's and the reader's words: when words are not completely appropriated to address the person you write to (for example, "reference to the ~~SCA~~ Socle Commun des apprentissages")

failure related to the text: when words are not completely appropriated to the type or genre of the text. This study will allow both to throw light on the writing processes of inspection reports, texts that obey to many constraints and rules, and to examine the categories of “failure to name”.

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### **Gonen Dori-Hacohen,**

#### ***When the "I" is not part of the "we"***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

The first person plural creates various social identities in Israeli political radio phone-in programs: conversation; program; delimited social; opposing general; open general; humanity; and vocal "we". Six of these groups follow the rule that the speaker is always a part of the "we" (Gilbert, 1989:174).

The current presentation focuses on the exception to Gilbert's rule. In the radio phone-in corpus, in 5% of the uses, the speaker is not an indexical referent of the "we" (Muehaeusler & Harre 1990:170). This paper answers the following questions: What is the interactional structure of these "we"s? What are its relations to the speaker and to the pronouns surrounding it? What does it achieve in the interaction?

The structure of the "we" that refers only to outsiders is simple. A speaker refers to a collective agent, by a long descriptor in a locally initial reference (Schegloff, 1996). Following a locally subsequent reference, a quotative verb presents direct speech, in which such a "we" is employed.

This "we" usually divorces the speaker from the collective group he is “quoting” in a performative way. Goffman's (1981) animator, principle, and figure explain its use. The speaker animates a social group, to whom he or she doesn't belong. This group becomes a figure, within a constructed dialogue (Tannen, 1988), and is the principle in a story or an argument. Surrounding the constructed dialogue, the speaker may present his or her perspective, leading to sharp shifts in pronouns: “**hem** omrim, (0.5) **anaxnu** eh::m, **anaxnu** e::h, (0.6) **hekamnu** po, bo bo **anielex** begadol, **an::i** shniya **anietlahem** kalot, **anaxnu** **hekamnu** po medina” (**They** say, **we** uhm, **we** ah, built+**we** here, come come **I**"ll+go big, e **I** second **I**"ll+remonstrate a little. **we** built+**we** here a state). In this turn, the speaker moves from a subsequent local reference, "they", to the "we", to the speaker's "I", who characterizes his performance, and back to the "we".

This "we" creates an irreality, since the outsiders' voice is heard as if they are part of the interaction. This enables speakers to present an opinion they do not share, or a position against which they complain. However, this irreality creates a permeable group, and on occasion, speakers eventually join the collective agent, thus filling the "we". All these features of the "we", which refers to no one in the interaction, enable elasticity in the interaction and strengthen its speaker's rhetorical performance and achieving various social identities.

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### **Martin Döring,**

#### ***The Politics of a Hurricane: How Metaphors and Metaphorical Models in the German Press Coverage Frame the Hurricane Katrina.***

[contribution to the panel *Situating societal pragmatics culturally and interculturality*, organized by Mey Jacob L.]

Natural disasters like earthquakes, hailstorms, storm surges or hurricanes always lead to massive media coverage, as a close look in different daily newspapers shows (Döring 2003; Döring 2005). They seem to have a – sometimes – short-lived but extreme effect on society as well as on the media. One point that is often neglected is the fact that disasters occur in unique socio-historic and geographical contexts that exert an impact on patterns of interpretation which in many cases go beyond the so-called “natural” phenomenon itself. This also seems to be the case concerning the hurricane Katrina in August 2005 in which the storm not only opened-up concerns about estimated flood risks, flood protection measures taken or the future of coastal engineering, but also entered

the realm of the social inasmuch as the people who could not fly from the flooding were mainly African Americans stemming from lower social classes. Facing a storm and the following flooding that most of the inhabitants of New Orleans have feared for years the hurricane Katrina gained its political dimension via different types of metaphors (Jäkel 1997; Lakoff/Johnson 1980) in the mass media that helped to understand and focus on questions of social inequality and flood protection. This paper investigates the metaphorical patterns and representations underlying the news coverage of the hurricane Katrina in the German newspapers *Süddeutsche Zeitung* and *Die Welt* (Weingart/Engels/Pansegrau 2007). The main hypothesis is that the metaphorically infused domains of discourse (Massen/Weingart 2000) about the disaster serve as a reservoir for turning mayhem into meaning and at the same time produce a political slant on the connection of race, class, poverty and vulnerability in the course and the aftermath of the disaster (Jakob/Schorb 2008). The paper thus addresses the German media perceptions and responses to Katrina and analyses how and why the hurricane became highly politicised entity (Giroux 2006).

Döring, Martin (2003): *The Politics of Nature: Constructing German Reunification During the Great Odra Flood of 1997*, in: *Environment and History* 9, 195-214.

Döring, Martin (2005): „Wir sind der Deich“: Die metaphorisch-diskursive Konstruktion von Natur und Nation. Hamburg: Dr. Kovač.

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**Niku Dorostkar, Alexander Preisinger, Rudolf de Cillia, & Karlheinz Mörth**

***Racism in online discourses on migration and language: A case study on discussion boards of an Austrian online newspaper***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

While certain web-based forms of communication, such as online chat or e-mail, have become a preferred subject of linguistic analysis, little has been published about either online discourses in general or discussion boards in particular. Specifically, there are hardly any investigations of readers' comments in discussion boards of online newspapers, even though they represent an online genre which seems to enjoy ever greater popularity among readers.

The fact that online discourses have been largely ignored by discourse analysis, especially critical discourse analysis, is remarkable for several reasons. First, such discourses represent easily available online data that allow one to build corpora consisting of texts that occur in a 'natural' communication situation. As the data is not elicited by the researcher, a bias towards social desirability is avoided during data collection. Second, such online texts mirror discourses that are not carried by public figures such as experts, journalists or politicians (in the sense of an institutional discourse or 'elite-discourse'), but by 'ordinary' citizens as their recipients (in the sense of a non-institutional discourse or 'everyday-discourse'). Third, online discourses like those represented by the discussion boards of online newspapers contain profoundly opinion-oriented and argumentative statements concerning socially relevant topics and problems, and they are characterised by strong inter-discursive and inter-textual links. However, discussion boards not only allow readers to exchange opinions about journalistic articles and topics of public interest, but they often also contain language use that is, at least implicitly, racist and discriminatory.

Our contribution deals with an Austrian case study on racist and discriminatory discourse and argumentation strategies in the discussion boards of the Austrian online newspaper *derStandard.at*. This news portal constitutes one of the most actively used news sites in Austria, which seems to be at least partly due to the integration of discussion boards on its site. Initially, we will consider discussion boards as a form of communication characterised by linguistic features that are distinct from online chat and e-mail. We will also elaborate on the technical and functional composition of the discussion boards on *derStandard.at*. Furthermore, we will present a critical discourse analysis of readers' postings which, following the discourse-historical approach, investigates the readers' comments on articles on migration and language against the background of online-specific communication and Austrian migration politics. A further subject of discussion will be areas of conflicts between the freedom of expression, deliberative democracy and the moderation or so-called 'censoring' of the discussion boards by the editorial staff of *derStandard.at*, which uses semi-automated tools to filter out explicitly racist postings. Finally, we will discuss potentials and risks of the discussion boards under investigation with

respect to discursive and social practices within democratically constituted societies and address the question of which measures can be taken to improve the quality of similar discussion boards.

**Karla Cristina Dos Santos,**

***Group-specific insult: verbal injury as a linguistic discriminatory practice in Brazil***

[contribution to the panel *The violence of words*, organized by Silva Daniel]

According to Brazilian law, a verbal injury is a crime that can be aggravated if it uses words or expressions referring to race, color, ethnic group, religion, national origin or to the conditions of elderly or disabled persons. In some juridical circumstances, a group-specific verbal injury can also be understood as a discriminatory practice or, to be more precise, as a crime of discrimination or prejudice (hate crime) which consists in “practicing, inducing or inciting the discrimination or prejudice based on race, color, ethnic group, religion, national origin, etc.” The main juridical difference between verbal injury and discrimination is that the latter is an offense involving the intentional selection of a victim based on the offender’s prejudice toward a “group” to which the victim belongs, whereas the former is based on an “individual” characteristic of the victim even if this characteristic is racial, ethnic, etc. Yet this difference is very controversial. The vulnerable groups support that all verbal injury related to race, color, religion, etc. must be considered crimes of discrimination while the judicial decisions seldom accept this argument, because they understand that verbal injury is merely a saying addressed to a singular person. Following the Austinian approach to speech acts, I intend to compare how the Brazilian judicial system and social movements interpret the relationship between insulting and discriminating. My research involves, in this sense, the discussion of two basic problems of the performative. The first is the intricate relationship between saying and doing and the second is the conflict between conventions and individual acts, viz., between the act of insulting someone individually and the history of discrimination and prejudice that some insults can invoke, spreading the offensive effects beyond the individual. If insulting is, accordingly to Austin, a conventional procedure, it seems that a racial, homophobic or misogynistic insult should be understood as a conventional procedure as well. Based on a survey of data on legal cases of verbal injury and on two interviews with a man and a woman from the Brazilian black movements, I intend to analyze what constitutes an insult as a linguistically group-specific one. That is, what makes certain uses of words and expressions conventionally racist, homophobic, misogynistic, etc? The semantic-pragmatic categories, meaning, reference, context and intention, in addition to playing a key role in the tradition of semantic and pragmatic studies, also have great significance in the understanding of those conventions of use. By understanding the linguistic constitution of those group-specific insults we can find elements to discuss the relationship between verbal insult and discrimination. The analysis of some cases of group-specific insults which occurred in Brazil has revealed that establishing this relationship is as difficult as determining the reference of an offensive utterance.

**Veronika Drake, Cecilia E. Ford**

***Bodily-Visual Action in Pursuit of Response***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

Our study investigates the social action of pursuing a relevant response to move a sequence forward (Pomerantz 1984, Davidson 1984) as formulated through bodily-visual action (BVAs) beyond a point of possible turn transition. Part of the participants' work in formulating a turn is to “project a link” (Sacks, Schegloff & Jefferson 1974: 822), making some range of next actions relevant from recipients. We argue that BVAs enact such link projection, working toward the sequential implicativeness of a turn’s action within a sequence. Our BVAs are drawn from approximately 30 hours of English interaction in ordinary and institutional settings. Our attention to BVAs arises not only from an interest in multimodality in action formulation but also from the observation that embodied action regularly extends beyond verbal actions and is deployed in pursuit of uptake (Ford, Thompson & Drake To appear).

For example, in line 8 of the following excerpt, Eve’s BVA extends beyond her verbal action. After a pause and a cut-off *I* in line 8, Eve forms a new completion through a BVA involving both hands forming two outward arcs.

Excerpt (LB\_92209: 00:25:15)

- 1 Eve: you know you feel kind of uh (.) ↑ risky in terms of offering your
- 2 department?=>and< then feeling ownership:(.)if it fails I mean
- 3 so: (0.4)um: (.) but. there’s (0.5) little that (.)>I mean< not
- 4 little, (0.3) but it- (.) it’s ↑ true? there’s probably little (.)
- 5 that [I can do:, other than [asking? ]
- 6 [ ((left hand forms arc movement, [hand held extended, palm up)) -]
- 7 (0.5)
- 8 => Eve: I- [((both hands, outward arcs, palms facing up))]=
- 9 [(1.2) ]

10 Gwen:=I mean the other thing. °I don't know how to° word this so it

11 doesn't sound um ((lip smack)) patronizing

The BVA is prompted by the absence of response from Eve's primary recipient (end of line 5 and into gap at line 7). The two complete arcs create new points of possible completion and response relevance.

Though BVAs in pursuit of response do not generally, in and of themselves, convey lexical content, BVAs do action-sequential work toward sequence progress. Given their temporal placement relative to a verbally formulated action, they are interpretable as extending the verbal action. The function of pursuing a recipient response is further embodied as the participant's gaze is held toward the selected recipient throughout the BVA.

Our study demonstrates that (i) most generically, BVAs invoke transition relevance, (ii) participants systematically draw on non-verbal resources to construct the action of pursuing a response, (iii) BVAs have commonalities with turn increments (Ford, Fox and Thompson 2002, Walker 2004) and post completion connective expressions such as "so" (Raymond 2004), and (iv), in contrast with increments or post-completion connectives, BVAs may begin simultaneously with verbal action. Our findings contribute to multimodal accounts of turn and sequence organization, and to our understanding of the notion of social action.

**Paul Drew,**

***The micro-politics of social action, in interaction***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

Generally the action that a speaker is 'doing' in a turn at talk will be pretty clear to a recipient – after all it's designed to be clear; for instance even when declining an offer with *Well that's most kind of you, at the moment no*, this response plainly treats the prior turn, *We were wondering if there's anything we can do to help*, as having been an offer. There are, though, occasions when there appears to be disagreement between participants about what a speaker did, or meant to do, in their prior turn. Or perhaps more properly, participants are misaligned about what action was being done; at any rate, there are interactional struggles over the matter of what a speaker was doing in a prior turn.

These struggles can involve the 'value' that might be attached to certain actions (for instance, it may be considered better to resign than to be fired; or an apology might be expected, but avoided). This 'value' is associated with matters of affiliation in interaction; a speaker may, for instance, design their action as an invitation rather than an offer, in circumstances where the recipient might need some assistance (an offer would only draw attention to their needing assistance, where an invitation avoids doing so). This has a direct bearing on the construction or design of actions. Moreover, when participants struggle over what action was being 'performed', the differences between them may be activated by design features, by virtue of which something that may have been (accountably) delivered as one action may plausibly be treated as though it had been some rather different action (e.g. what might have been delivered as an invitation is nevertheless treated as a suggestion). All of which bears on, and may help shed light on, how actions are designed to do the action they are designed to do. This paper will explore these issues in relation to such actions as invitations, suggestions, complaining and apologies. Ultimately, my aim is to say something about the 'balance' between the role that sequential placement plays in action design, and the design features that (intrinsically) make a turn(s) the action that it is taken to be (i.e. recognisable as that action).

**Annemieke Drummen,**

***Linguistic and extralinguistic discourse organization in ancient Greek tragedy***

[contribution to the panel *Discourse organization in oral traditions and in literatures of the past: the interface between linguistic and para-/extra-linguistic features.*, organized by Bonifazi Anna]

When studying ancient languages, we lack most information concerning the extralinguistic modalities of communication. We may, however, detect some extralinguistic features by inferring them from the texts themselves. This paper will discuss how both linguistic and extralinguistic elements contribute to the discourse organization of ancient Greek literature. The corpus comprises nine Greek tragedies which were originally performed in the fifth century BCE. I will try to show which linguistic and extralinguistic elements may have a discourse-organizational function, and what is the relation between them.

As regards the linguistic features, I will focus on three important types of organizational markers. First, Greek tragedy abounds in particles and conjunctions, which mark boundaries and relations between discourse acts. These items usually have pragmatic functions only, but sometimes they mark syntactic relations at the same time. Second, deictic and anaphoric markers help to anchor the discourse to its extralinguistic environment as well as to the surrounding discourse. This group includes demonstrative and relative pronouns, deictic adverbs, and references to the first and second person. Third, attention will be paid to verbal moods and tenses, which can similarly be shown to be influenced by the communicative setting in which they are uttered.

The number and type of characters present on stage, the length of their speaking turns, and the communicative goals of the discourse represent extralinguistic features that arguably determine the different communicative settings. Characters entering and leaving the stage form the most important global structuring feature of a play, and their (dis)appearance may lead to a different communicative setting. At a macro level, we can distinguish within the plays between quickly alternating dialogues, monologues consisting of relatively long turns of speaking, and choral songs. If we look at the quality and the distribution of linguistic organizational features, a dialogue turns out to contain different kinds of particles and conjunctions than a monologue, and a higher frequency and variety of finite verb forms. In a choral song, there tend to be fewer explicit discourse-organizational elements than in the other settings: the frequency of all the linguistic items mentioned above is low.

The independent relevance of, as well as the interplay between these linguistic and extralinguistic features will be illustrated by the analysis of the discourse organization in different stretches of text from the tragedies. Clarifying passages are, for example, the dialogue in Aeschylus' *Persians* 715-38 with a great variety of organizational elements, the monologue in Sophocles' *Electra* 680-763, which displays a typical use of moods and tenses, and the choral song in Euripides' *Andromache* 274-308, which is only loosely embedded in the extralinguistic context. Not only are extralinguistic features indispensable for the understanding of the discourse organization in the tragedies; they can also be shown to be inherently linked to some linguistic strategies.

**Inke Du Bois,**

***What's in a name? Orientation, Identification and Membership in Talk***

[contribution to the panel *Names in Interaction*, organized by De Stefani Elwys]

Within linguistic anthropology and pragmatics, researchers have identified two distinctions among systems of space organization: *prefabricated* versus *emergent* representations and *centered* versus *absolute* ones. Social actors' orientation within space and the linguistic expression thereof involve a combination of schematic prefabricated knowledge and the emergent awareness of one's own location relative to the context. Culture is the sense in which cultural practices influence lexical semantics (Brown, 2006). Speakers thus rely on frameworks linked to conventional frames, which have developed from individual concepts of geography. Further, we can distinguish between *directional* and *locative* organization of space.

The *directional* organization of space is "action-centric" i.e., relative to the perspective of an actor and used to segment objects as successive points. Whereas Hanks states that directional organizations "provide no logical basis for defining a perimeter and therefore cannot determine inclusion or exclusion," (Hanks, 1990: 336) the data analyses from interviews with Americans in Germany show that the directional organization of space may function that way. Also the second category, the locative organization of space, i.e. street names or building names, in immigrant narratives is significant for identity construction of immigrants.

This paper analyzes how name references function in speech as one way of constituting cultural identity within different cultural contexts. In regard to American immigrants in Germany, questions like the following are answered: First, what happens in communication with friends and family back home when the spatial and cognitive field is *not* shared? Second, how are American friends and family back home other-positioned? Third, what do space references do for the identity of the immigrants? The four concepts of directional and locative organization of space and prefabricated versus emergent representations of space are applied to illustrate how cultural membership and identification are constructed through toponymy and deictics.

In the present study, all thirty interviewees employ German and American place and name references frequently. These index their placements within German cities and landscapes. The meaning that is attributed to the names has become part of the American immigrants' spatiotemporal orientation in Germany.

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Linde, Charlotte & Labov, William (1975). Spatial Networks as a Site for the Study of Language and Thought. *Language*, 51, 924-939.

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**John W. Du Bois,**

***Engaging Rhythms: Intonation Units and the Cycle of Resonance***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

Time measures all events, and the events that unfold when people use language are no exception. Yet the role time plays in organizing linguistic events, and in shaping the experience of those who interact via linguistic action, remains to be fully understood. Among the neglected aspects of time, as experienced in life and in

language, is its cyclicity. Time does not only flow in a straight line, with events following one another in succession like beads on a string. Time in the human experience also loops back upon itself, generating powerful perceptions of rhythmic recurrence. Events that have occurred in the past are felt to repeat themselves in the present. Moreover, they do so within larger schemes defined by rhythmic structures composed of other repeating events, organized in nested metrical grids of recurrent time structures. The rhythm of events engenders a self-organizing potential that allows it to accept into its embrace any repeatable configuration of events, as long as these can be construed as imbued with the temporal dynamic of the emerging metrical pattern.

Consider the following example from conversation, analyzed by the "diagraph" method (i.e. "mapping across") to identify parallels (Du Bois 2007, 2010) :

1. (*diagraph*)
- 1 JILL;                   there was ^such ^drama                   . □
- 2 JILL;                   there was     ^drama                   , □
- 3 JILL; and               there was            ^suspense                   . □
- 4 JILL; and then        there was            ^relief                   , □
- 5 JILL; and then        there was            ^ecstasy                   . □

This example foregrounds a kind of "rhythm of tunes," with extensive parallelism not only in words and syntax, but in rhythm, accent, pitch, and other prosodic features.

In light of such cases, the dynamic creative potential of the cyclic time frame presents a two-fold challenge: to understand how events in discourse become rhythmically integrated into emergent metrical grids; and to trace out the consequences of this temporal structure for the experience of language users participating in interaction. The present paper explores one key aspect of this nexus, examining the links between a key structure of prosodic form--the Intonation Unit--and an important, if little-recognized, semiotic function--dialogic resonance. On the formal side, the Intonation Unit is shown to define a prosodic unit capable of articulating a cyclic structure for linguistic events. On the functional side, the mapping of structural positions onto cyclically prior positions enhances the perception of what I have called dialogic resonance, defined as the *catalytic activation of affinities across utterances* (Du Bois 2007, 2010).

This paper begins by outlining the complex of prosodic cues which interact to define Intonation Unit boundaries: lag/prosodic lengthening, rush/anacrusis, closure/boundary tone, pitch reset, pause, tune gestalt, isotony, and others. I then show how the rhythmic recurrence of predictable sequences of cue complexes across successive Intonation Units defines a "rhythm of tunes," which allows participants to project a structure of expectations organized around prosodic structure. The prosodic structure invites the noticing of similarities and differences between adjacent Intonation Units, yielding an enhanced orientation to the perception of resonance. Finally, I argue that the Intonation Unit constitutes the most effective unit for mapping across utterances, in the sense that it maximizes the availability of "harmonic resonance," i.e. the product of independently variable points of potential affinity between utterances.

## **Diana Eades,**

### ***Normal human beings: Language ideologies in the interpretation of the character and credibility of witnesses***

[contribution to the panel *Language and Criminal Justice Systems*, organized by Berk-Seligson Susan]

Legal decision-making in criminal cases, such as judge or jury's decision about the guilt of a defendant, involves evaluations of the character and credibility of defendants, complainants, and witnesses who give evidence in support of either prosecution or defence. Such evaluations inherently involve interpretations of what people say in court and how they say it, as well as their reported actions outside of the courtroom, including their language use.

In this paper I examine the role of language ideologies in this process of the interpretation of the character and credibility of people from minority sociocultural groups, focusing mainly on Australian Aboriginal speakers of varieties of English. I will argue that there are two different ways in which dialectal and cultural differences in language use can be involved in disadvantage for, or indirect discrimination towards, people from minority sociocultural groups. In some instances, such differences are unrecognised within the legal process, and language use can be misinterpreted, resulting in problematic evaluations of the character and/or credibility of witnesses. In other instances such differences may be well known, and may be exploited by lawyers within the adversarial contest involved in persuading decision-makers about how to evaluate the actions and characters of individuals.

My consideration of the role of language ideologies in this process of character evaluation will start with language use outside court, focusing on the use of so-called swear-words. In many countries the use of such words may be seen as trivial, or bad manners, or even an exercise in free speech. But in some Australian jurisdictions, the use of swear words can be a criminal offence, resulting in imprisonment. Criminologists have found that Aboriginal people are significantly overrepresented in the statistics of Australians prosecuted for swearing. Data from several cases will highlight the assumptions about language use which underlie this situation, and will contrast them with assumptions about swearing in Aboriginal societies. Turning to language

use within the court, I will look at language ideologies involved in the discursive testing of witnesses' stories in court, such as the assumption that repeated questioning allows "the facts" to emerge, and enables decision-makers to detect whether a witness is lying in their answers. Another important language ideology impacting on the evaluation of the character of witnesses relates to assumptions about the meaning and interpretation of conversational silence. These assumptions are not necessarily shared between members of different socio-cultural groups, and can give rise to further problems in the evaluation of the character and credibility of witnesses.

The paper will conclude with a consideration of the role of language ideologies in the denial of justice to people from minority sociocultural groups.

**Maria Egbert,**

***Numbers in (inter)action***

[contribution to the panel *Numbers in (inter)action: How the number of participants matters for the organization of talk-in-interaction*, organized by Bolden Galina]

Research in conversation analysis, anthropology, linguistics and sociology has shown that participants in interaction orient to group size through the use of language and communicative practices, and that in groups of varying size diverse kinds and degrees of participation are possible (Simmel 1902; Goffman 1961, to name the pioneers). Many researchers will agree with Goffman's (1972, p. 63) definition of a situation is "an environment of mutual monitoring possibilities, anywhere within which an individual will find himself accessible to the naked senses of all others who are 'present', and similarly find them accessible to him", thus conceiving of participation as a coordinated and co-constructed achievement with a countable number of participants.

This paper deliberates that there may not be an absolute conceptualization of 'number', 'person', 'participant', and 'participation framework' and discusses how these notions are based on beliefs which are influenced by history and culture. Since from an emic (endogenous) perspective the number of participants may be different than from an etic (exogenous) stance, the goal of this paper is to find an answer to the research question of how different researchers have resolved this tension. This issue is discussed based on naturally-occurring interactional data examined using conversation analysis.

In conversation analysis it is the members' understanding which is the focus of the analysis. In other words, the "resources intrinsic to the data themselves" are object of investigation (Sacks, Schegloff & Jefferson 1974, p. 729). In taking this desideratum seriously it needs to be considered that there are limitations to how far the researcher has access to the community being studied, such as to a groups of people whose hearing skills are more advanced than of the researcher (Ochs 1988), where participants being studied conceive of the researcher as a spirit (Everett (2009, 20:15), or in detecting moments of telepathy (Schegloff 2003). At a deeper theoretical level the issue of conceptualizations of number of participants will be related to different conceptualizations of the 'self' and the 'other'.

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**Susan Ehrlich,**

***Animating Police Interrogations in the Courtroom***

[contribution to the panel *Language and Criminal Justice Systems*, organized by Berk-Seligson Susan]

In many institutional contexts, including legal contexts, Blommaert (2005) has argued that there is a shifting or traveling of discourses across settings. That is, talk originally produced in one setting will be summarized, reworded and/or reframed by participants not directly engaged in the original talk. For Bauman and Briggs (1990: 73), these are called 'entextualization practices' because they render discourse extractable: they turn a stretch of linguistic production into a unit – a text – that can be lifted out of its interactional setting. A significant aspect of this process of decontextualization and recontextualization is its transformative effects: the

recontextualized text may bring something from its earlier context but it may also take on different meanings as it is transplanted into a different context (Bauman and Briggs 1990: 70).

In this paper, I examine the way that a witness's police interrogation is decontextualized from its original speech context and strategically recontextualized within a trial setting by a cross-examining lawyer. In directly quoting excerpts from the police interrogation, the cross-examining lawyer is ostensibly maintaining a strict separation between himself, the quoting speaker, and the witness, the quoted speaker. However, following work by Voloshinov and Bakhtin, I argue that the cross-examining lawyer's 'voice' subtly infiltrates the direct speech of the witness in a way that severely undermines the credibility of the witness. Consider the following example from the cross-examining lawyer's questioning:

CE: now: on th-the next page (.) page seven. (.) uhm on the bottom of line twen-twenty two:(.) detective Riley says he's tryin to figure out what hap↑pened and he says (.) uh you guys asked if you all wanted to hang out (.) right. and your response on line twenty four: sir (.) is <I ain't asked her nothing.>

In this example, the lawyer is directing the witness's attention to certain parts of the transcription from the police interrogation and, in the process, the lawyer animates one of the witness's transcribed utterances – <I ain't asked her nothing.> In producing this utterance, the lawyer noticeably slows down his speech and draws out the words, thereby emphasizing and calling attention to the non-standard features of the witness's speech. That is, while representing himself as the mere animator of the information conveyed in the police interrogation, the lawyer is also constructing the identity of the witness in a particular way. In general, then, this paper shows the ways that speakers in the legal system can strategically recontextualize the direct speech of others; as Bauman and Briggs (1990: 76) say, 'to decontextualize and recontextualize a text is...an act of control.'

**Volker Eisenlauer,**

***“Comment · Like · Share · Poke back“ A critical hypertext analysis of Facebook's (semi-)automated participation frameworks***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

Questioning the transparent construction of emerging Web 2.0 discourse communities, this study asks in what way structural options and restrictions of the *software service* 'Facebook' set up textual constraints and the conditions for participation frameworks. More specifically, it holds that the medium in use and the particular software service act as a kind of third author: The electronic environment and its functional properties facilitate and delimit a variety of discourse patterns and thus intervenes in the communication between profile owner and profile recipients. Following Goffman's (1981) well-established framework deconstructing the concept of producing and receiving participants of a conversation, the "production role" (Levinson 1988) involves three different jobs, i.e. *animator*, *author* and *principal*. Applying this model to the participation structure of *Facebook* stresses how the roles of animator and author turn into a non-figurative concept: In *(semi-)automated text actions*, such as pressing the "like button" and thus generating the automatic text "member x likes xxx", the immediate agent who scripts the lines as well as the one who animates them is not manifested in a human being, but through algorithm based software designed and coded by software engineers (see also Eisenlauer 2010).

To assess the impact of the electronic environment on the participation frameworks of Facebook discourse, my study discusses the software service from a Critical HyperText Analysis (CHTA) point of view. Departing from an integrative view of text and medium, I will introduce a variety of qualities and criteria that are prototypically assigned to electronically mediated texts. Drawing on the concept of *hypertext* I will then disclose complex interrelations between Facebook's functional properties and user participation frameworks that surround and condition the creation/reception of user generated texts. I will finally discuss a sample of user generated texts chosen from the profiles of a distinct group of Facebook friends.

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**Stuart Ekberg,**

***Age-related conduct and its consequences for social interaction – evidence from the Community and Home Care (CHC) corpus***

[contribution to the panel *Identity & relationship construction with and among the elderly*, organized by Englert Christina]

Social scientific research tends to treat age as a 'social fact' that can be unquestionably operationalised, as a variable, to be observed or measured (Nikander, 2009). On one level this is not surprising, given that all people

can be categorised by their age. However, people are members of numerous categories (e.g., elderly, woman, Australian, Catholic, retired), many of which may be relevant at a given point in time, as well as many that may not be at all relevant. Conversation analysts argue that this is the case for social interaction, where the relevance of categories like ‘age’ are ultimately contingent upon being realised in particular episodes of interaction (Schegloff, 1991).

This panel contribution is interested in whether age is invoked, or avoided, as a relevant category in interactions involving older people. One way in which age can be made relevant in interaction is in relation to conduct that can be connected to a particular stage of life as a ‘category-bound activity’ (Sacks, 1972). For instance, ‘being confused’ is a state, or category-bound activity, that is commonly associated with older stages of life.

This presentation explores how age-related conduct can be consequential in interaction, through the inspection of a corpus of 375 telephone calls, recorded in Australia, between clients of Community and Home Care (CHC) services and service officers. In spite of these clients being ‘elderly,’ there are few instances in the corpus where age is invoked, by clients or service officers, within their interactions with each other. In order to explore how age can, but need not necessarily be invoked, several episodes from the corpus where clients are ostensibly confused will be considered. In only one of these instances is age used to account for the confusion, and in this instance it is invoked indirectly.

This analysis shows that age is one of many explanations that can be utilised, by participants, to account for particular states of affairs. This study provides further support for the conversation analytic notion that the relevance of categories like age is ultimately contingent upon being realised in interaction.

**Mats Ekstrom,**

***Dominance and power in news production: Combination of methods and integration of theories***

[contribution to the panel *More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices*, organized by Perrin Daniel]

Based on a mix-method approach this paper explores how news is talked into being in the context of a number of institutionalized production practices and specialized forms of interaction. The data derive from studies of Swedish public service television. The mix-method approach includes: (1) Ethnographic newsroom research, (2) analyses of taped and transcribed interviews conducted by the journalists with different sources in the process of news production, (3) interviews with reporters, editors and news anchors, (4) analyses of taped and transcribed news programs. The overall aim of the paper is to discuss not only the mix of methods, but also how different theoretical and methodological approaches (CA, CDA and social institutional theory) can be integrated in order to get a deeper understanding of the relations between situated activities; practices of talk and interaction; media formats; and institutional conditions in news production. In particular, the paper focuses on how asymmetries, dominance and power in news production are linked to conditions on these different micro and macro levels of analysis.

**Izaskun Elorza,**

***The encoding of authorial voice in science popularizations: A corpus-based cross-cultural text analysis***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

Analyses of science popularizations often focus on the description of how scientific findings are narrated and (re)contextualized for different audiences or readerships. For this reason, although there are descriptions available of the features of this type of narration called by Myers (1994) ‘a narration of nature’, many questions remain unanswered on how the authorial voice is constructed in this genre.

Some of the relevant questions here are (1) the relative position or alignment of the author with respect to the findings (or ‘facts’) narrated, his or her ‘epistemological positioning’ (Bednarek 2006); (2) how the author evaluates the information in order to make it significant or relevant to the reader; (3) the relative position of the authorial voice in relation to the other voices in the text (typically the scientists responsible for the findings narrated); and (4), from a cross-cultural perspective, also if the dissemination of scientific findings in different languages and media follows similar patterns, especially in how the author makes use of attribution and averral (Hunston 1999) and evaluation of the information presented to construe the findings as significant or, on the contrary, if the process of (re)contextualization results in the encoding of different voices, as is the case with other types of press genres (e.g. Pounds 2010).

In order to deal with these questions in more detail, two corpora of science popularizations have been compiled from the electronic versions of *The Guardian* and *El Pais* newspapers respectively. The encoding of authorial voice has been analyzed by studying how interpersonal meaning (after Halliday’s systemic-functional approach to language description) is construed in English and in Spanish, especially by means of the lexicogrammatical strategies (Halliday 1994; Minelli de Oliveira & Pagano 2006; Thompson 2004) used in the expression of

epistemic modality, or certainty of knowledge (Bednarek 2006), report (Thompson 1996), and in the expression of sourcing and attribution (Huston 1999; Huston & Thompson 1999). Although this research is still in progress, provisional results point to differences in the functions of attribution in each corpus (suggesting that the importance of the findings is supported more heavily in Spanish by relying more often on external sources) and that evaluation of the findings are more prominent in Spanish science popularizations than in English, as represented in the newspapers analyzed. The emphasis placed in the significance of the findings in the popularizations published in *El Pais* could be explained by the fact that science popularization has not been conventional practice in Spanish newspaper discourse until very recently, as it is the case in Great Britain.

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**Tomoko Endo,**

***I think it's not the case: Starting a turn with wo juede 'I feel/think' in Mandarin conversation***

[contribution to the panel *Cross-linguistic Perspectives on Turn-beginnings in Interaction*, organized by Kim Hye Ri Stephanie]

This study investigates the functions of *wo juede* 'I feel' in Mandarin Chinese conversation at the turn-initial position. In addition to its literal sense of 'feel', *juede* is described as expressing 'having opinion' (Lü 1980). *Wo juede* is functionally similar to *I think* in English conversation, as it is the most frequent epistemic phrase and is flexible regarding its position in a sentence (Huang 2003; Fang 2005; Lim 2009). Its syntactic, semantic, and prosodic features indicate that *wo juede* is developing the status of a discourse marker (Schiffrin 1987). While it has been argued that *wo juede* works as an epistemic stance marker in previous studies, the interactional functions that the marker serves in actual conversation has not yet been fully discussed. In this study, I explore how turn-initial use of the epistemic stance marker *wo juede* affects stance-taking when it occurs in a response to a prior turn.

Adopting the methods of Interactional Linguistics, I conduct qualitative analyses of uses of *wo juede* in casual conversation between native speakers of Mandarin Chinese. The participants were asked to talk freely, and the conversations were video- and/or audio-taped. I examine *wo juede* in response to three kinds of social action: assessment, informing and yes-no question.

My analysis reveals that responses starting with *wo juede* tend to be dispreferred responses. The typical case is disagreement. In responses to an assessment, *wo juede* is used to start and maintain an opinion that conflicts with a co-participant's opinion. In those cases, *wo juede* functions to mitigate the speaker's disagreement with the co-participant. In responses to an informing, a *wo juede*-framed turn is the speaker's own assessment of the informing. In such cases, the assessment tends to be a criticism. In responding to a question, a *wo juede*-prefaced response is often a non-straightforward answer that indicates a negative answer to the question. Thus, use of *wo juede* at turn-initial position generally functions to mitigate a conflict that may be caused by a disagreement.

It is also observed that many tokens of *wo juede* at a turn-initial position are phonologically reduced. The degree of reduction varies widely, from very little to, in the most extreme case, [(w)oue]. Most tokens of *wo juede* are attached to their complement clause without an intonation break. Given that phonological reduction is strongly associated with conventionalization, from these observations we can conclude that uses of *wo juede* at turn-initial position are getting conventionalized as a means to mitigate disagreement.

This study shows that speakers who begin responses with *wo juede* are generally disaffiliating from their co-participants. Marking a speaker's epistemic stance at the beginning of a turn is due to the sensitive nature of the turn that it frames. Thus this study, through the observation of Mandarin conversation, provides a case that illustrates the interactional motivation underlying uses of grammatical items.

**Agnes Maria Engbersen,**

***The participation structure during transitions in care interactions***

[contribution to the panel *Identity & relationship construction with and among the elderly*, organized by Englert Christina]

Care taking activities of washing and dressing in elderly care are interactionally characterized by task focused activities (within the framework of a washing and dressing Situated Activity System (Goodwin, 2000; Goffman, 1981; Mazeland, 2007)).

Transitions in these care taking activities take place when (one part of an) activity is coming to an end and the next activity is about to begin. During these transitions various opportunities occur for care giver and care recipient to negotiate alignment upon the continuation of the course of action. The contributions of the participants to these negotiations reflect [a]symmetry in the participation structure of the ongoing activity regarding the structuring of these activities.

From a conversational analytic perspective I analyse the configuration of (shifts in) the participation structure of these negotiations during transitions in care taking activities. I focus in particular on how participants enact [a]symmetry in the constitution of alignment through care related talk as well as through small talk. I will demonstrate how this participation structure affects the way transitional boundaries are marked by the caregiver and by the care recipient.

This study is part of a research project on how an orientation to autonomy of the elderly is being enacted during care interactions between care takers and residents in an institutional setting. The analysis is based on 16x30 minutes video recordings of washing and dressing activities in a home for the elderly.

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Mazeland, H. (2007). De noties Situated Activity System en Participation Framework i.v.m. de zorginteracties. *Collegetekst/Unpublished Lecture CIW*. Groningen: Rijksuniversiteit.

Robinson, J. & T. Stivers 2001. "Achieving activity transitions in physician-patient encounters. From history-taking to physical examination." In: *Human Communication Research* 27/2. p.253-298.

**Christopher Engelke,**

***Experiencing Agency in the Expanded Center of Orientation***

[contribution to the panel *The Limits of Agency: Exploring the Interface between Semantic and Social Constructs of Agency*, organized by Mayes Patricia]

Conventional understandings locate the individual body at the experiential center of worldly orientation. This perspective is famously detailed in Edmund Husserl's discussion of the body as "the zero-point of orientation" wherein he notes that all sensory experience has a primordial relationship to the body *qua* "bearer of the here and now" (Husserl 1989:61). This theme is taken up in several influential works, most notably Merleau-Ponty's (1962) work on perception as extending out from the individual body, and Stein's (1989) work on empathy. However, Gestalt psychology has criticized this perspective, suggesting that while the body is one orientational locus, it is not necessarily dominant in all situations. Holenstein (1999), for example, has argued that within a given experience, the entity with the most "power"—in terms of its impact on both gestalt and sensory factors—will gather the orientational center to itself, subordinating other potential zero-points of orientation.

When viewed in relation to language and interaction, this debate has serious implications for rethinking the relationship between orientation, the body, technology, language, and agency. In order to explore these interconnections this paper draws on a collection of narratives told by people who use Augmentative Alternative Communications (AAC) technology, and their families. AAC is a form of assistive technology that allows people with speech disabilities (e.g. cerebral palsy, ALS, autism, stroke, etc.) to use a computer synthesized voice and some form of text-to-speech software to 'speak.' These narratives come from interviews, autobiographies, and a genre of AAC commercials called "success stories." The narratives consistently contain plot lines of people with communicational disabilities *becoming* agents through their receipt of an AAC device. As such, these narratives construct a clearly defined 'turning' (cf. Langness and Frank 1981; Mandelbaum 1973) or narrative 'turning point' (cf. Bruner 1994; Rymes 2001) between the non-agentive user (or family) who existed before receiving an AAC device, and the emergence of an agentive, socially integrated 'self' afterwards. Employing Ochs and Capps' (1995) method of narrative analysis, this paper examines the ways that narrators construct their experiences in the time of their telling through a close analysis of grammatical and discursive features. By exploring the forms through which narrators cast their pre-device selves in a light of muted agency and how their perceptions of situations, social roles, and themselves are altered by a newfound ability to speak/act, this paper argues that the orientational locus can lie outside of the body, or include both the lived-body and material equipment. Because AAC users rely on a technologically augmented body to produce speech, the conditions for subjectivity (Benveniste 1971 [1958]) and agency (Duranti 2004) are expanded to include

equipment that affords the capacities for linguistic action and supports spaces of intersubjectivity. As such, the zero-point from which one perceives an environment, and to which one's deictic expressions reflexively point, extends beyond bodily 'space' and into the locus of 'ability.' In this environment expressions such as 'I,' 'here,' and 'now' become the self-reflexive conditions of *composite* agency necessary for recognizable personhood.

**Robert Englebretson,**

***Panel Introduction: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective***

[contribution to the panel *Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective*, organized by Englebretson Robert]

As co-organizer of the panel entitled "Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective", I will use this introductory talk to lay the groundwork for the subsequent presentations. (1) I will define and exemplify subject expression and ellipsis, and provide typological background regarding the observed cross-linguistic tendencies. I will also briefly contextualize subject expression and ellipsis within grammar and pragmatics research more broadly, so that the audience and panelists will have common ground from which to engage with the subsequent panel contributions. (2) I will provide a brief overview of relevant prior research, so that the panelists themselves will not need to focus on this in their own contributions--i.e. in order to enable the panelists to spend more time presenting their own work rather than reviewing the work of others. Approaches I will discuss include Givón's work on topic continuity, Oh's work on conversational action, Schegloff's work on person reference, and others. (See the general panel abstract for citations and references.) (3) I will give an overview of the trajectory of the panel, including a list of questions and topics to consider in light of each of the subsequent presentations. (See the bullet points on the general panel abstract.) These will form the basis for our roundtable discussion that will take place at the end of the second panel session. Throughout this talk, I will also present an overview of subject expression and ellipsis in everyday conversation from two typologically diverse languages—American English and Colloquial Indonesian—in order to provide concrete examples of the phenomena under discussion. The English data will come from the Santa Barbara Corpus of Spoken American English (SBCSAE), and the Colloquial Indonesian data from a corpus of conversational Indonesian I recorded and transcribed while conducting fieldwork in Central Java. In sum, the purpose of this talk is to highlight the coherence of the panel as a whole, to provide common ground for each of the subsequent contributions, and to facilitate the audience and panelists to engage with the topic and contribute to the roundtable discussion that will follow the presentations.

**Christina Englert,**

***Trouble talk in conversations among the elderly***

[contribution to the panel *Identity & relationship construction with and among the elderly*, organized by Englert Christina]

Previous conversation-analytic studies of the discourse of elderly tend focus on interactions taking place in care-giving institutions or home-help contexts between the elderly and their care-givers during care activities (cf. Heinemann, 2006; Lindström, 2005). Too little is known about the *everyday* communicative activities of elderly people. This paper is part of a larger research project where I investigate the social activity of *telling* in the context of ordinary conversations of age-homogenous peer groups. I describe how the elderly develop their group culture and elderly identity by negotiating their social norms and values through certain types of tellings. In this presentation, I show how the elderly achieve the interactional formation of their peer group community and a shared sense of (elderly) identity through the social activity of *trouble tellings*.

My data are eleven hours of video recordings of organized group activities (e.g. having lunch, playing games, or doing handicraft work) of two age-homogenous peer groups in two elderly care centers and of two peer groups of autonomously living elderly. The elderly participants in these data talk about situations and events they treat as tellables for the other participants. A substantial part of this talk is about 'troubles', that is, situations and events that are distressful and disruptive. Participants treat the trouble as something they have to 'cope with' in everyday life.

In my paper, I will focus first on the relationship between the type of ownership a trouble-teller has regarding the trouble -- e.g. whether she is telling about her own experiences, about troubles of members of the teller's social network, or about publicly available events that may be known to other members of the group as well --, and the practices used for introducing the telling and creating a participation framework that fits the knowledge distribution in the group. I will then look at the consequences of the telling set-up for various ways of involvement, co-telling, evaluation and affiliation. Each type of troubles-telling set-up provides different opportunities for shaping reciprocity. Finally, I will show how the participant's recurrently and pervasively orient to age in order to index the telling's tellability and assessability.

Heinemann, T. (2006). "Will you or can't you?: Displaying entitlement in interrogative requests. *Journal of Pragmatics*, 38, 1081-1104.

Lindström, A. (2005). Language as social action: a study of how senior citizens request assistance with practical tasks in the Swedish home help service. In: A. Hakulinen & M. Selting (Eds.), *Syntax and Lexis in Conversation: Studies on the Use of Linguistic Resources in Talk-in-Interaction*. Amsterdam: Benjamins, pp. 209–230.

**Michal Ephratt,**

***The meanings of "minute of silence": A conceptual model based on narrative-analysis***

[contribution to the panel *The Pragmatics of Silence*, organized by Kurzon Dennis]

A minute (or minutes) of silence is observed in Israel annually on Holocaust Memorial Day and on Memorial Day for the Fallen Israeli soldiers. It is announced throughout the country by a monotonic siren. This paper sets out identifying the many facets of this event.

The paper presents a conceptual model constructed from the themes emerging from narratives describing that brief yet unique and loaded event. The core data for this investigation are interviews with and questionnaires administered to Israeli subjects immediately after the moments of silence (in the years 2006 to 2010), asking them what they experienced during that moment. Other sources were spontaneous blogs, chats and comments posted right after the event on non-political internet sites.

Narrative analysis of these texts produced varied themes, such as the individual vs. the public, routine and its breaking, speech and silence, first-hand experiences vs. mediated ones. Our model breaks down the "minute of silence" event and arranges these themes in two phases: the siren as an external collective code of conduct and silence as an internal personal experience. We also look at the relations between the two. We shall cite such narratives illustrating these issues.

The model constructed was supported by external sources (such as art: poetry and video-art, the press) as well as by theoretical approaches concerning silence.

It is interesting to note that the themes composing the model were common to both memorial days, differing only in specific contents and emphasis.

This is the only scientific study (Israeli or other) *dedicated* to the minute of silence, an event that although not originated in Israel, is so central to Israeli life.

**Hatice Ergul, Hatice Ergul, & Adam Brandt**

***Private talk about the public talk about the private lives of Turkish women***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

This study investigates how individuals' private lives can be the topic of public discussion on national television, and how viewers respond to these public discourses in their own private conversations.

The setting for this research is two-fold: (1) a popular Turkish TV show which gives its participants a chance to look for an appropriate marriage partner and (2) groups of women watching this show at home. The data consists of 25 hours of recordings of the show as it was broadcast, and 10 hours of video recordings of the women watching the show. A micro-analytic approach that follows the principles of Conversation Analysis (CA) and Membership Categorization Analysis (MCA) has been used to analyze the data.

CA and MCA are powerful analytic tools for the analysis of social action as manifest through talk, and the displayed common sense knowledge of social structures. As such, they can be usefully applied to the investigation of gender-in-interaction. This project aims to build upon previous CA/MCA research on gender, which has shown how male and female roles and expectations are manifest and co-constructed within the site of talk-in-interaction (e.g. Stokoe 2006, 2010; Kitzinger 2000), by applying it to a new linguistic and cultural context (namely Turkey), as well as a new interactional setting (a reality TV show).

While previous research on gender and media has adopted a critical approach to discourse and representations of gender, this research explores how analysing naturally-occurring social interaction can inform our understanding of how gender expectations can be co-constructed in media interaction. Our particular focus is on the relationship between talk within a media show and the interactions between the show and its viewers.

More specifically, we will provide a typical example from the corpus, in which a woman on the show provides a public description of her own private life history. This public description occasions a debate about the woman among the other members of the show. Turkish cultural expectations, and the extent to which this particular woman conforms to them, are co-constructed in and through this public discussion. We also show how this public interaction is reacted to by a group of woman watching on a TV at home. In their talk, these viewers perpetuate the ideas presented in the show. This returns the discourse to the private sphere, albeit not that of the woman in question.

We argue that this analysis is empirically-grounded evidence of the detrimental role that this television show has on national cultural expectations of women in Turkey. This has implications for broader issues of national media interaction, and its impact upon the public. Additionally, we add further evidence in support of CA/MCA as relevant methodologies for the examination of gendered interaction in various cultural and contextual settings,

and propose that it can also be usefully applied to the parallel analyses of public and private discourse about women.

Kitzinger, Celia (2000) 'Doing feminist conversation analysis', *Feminism and Psychology*, 10, 163-93.

Stokoe, Elizabeth H. (2000) 'Towards a conversation analytic approach to gender and discourse', *Feminism and Psychology* 10, 552-63

Stokoe, Elizabeth (2006) 'On ethnomethodology, feminism, and the analysis of categorical reference to gender in talk-in-interaction', *Sociological Review* 54/3: 467-94

### **Maria Teresa Espinal, Susagna Tubau, Joan Borràs, & Pilar Prieto**

#### ***Towards constraining double negation***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

In this talk I shall focus on the topic of double negation (DN) in negative concord (NC) languages like Catalan and Spanish from an inferential perspective and a contextually-based approach. The object of this study is to find out whether DN is exclusively a structural phenomenon, and to what extent this reading is to be inferred from a combination of formal requisites and conversational conditions.

I will present the results of two studies: (i) in the first study we carried out two experiments with 19 and 24 Central Catalan speakers whose intuitions showed that, contrary to what is formally predicted from sentential grammar studies (Espinal 2000, 2002, 2007; Giannakidou 2000, 2002), n-words (such as Catalan *ningú* 'nobody' and *res* 'nothing') that occur in isolated fragment answers can convey a DN interpretation (meaning 'everybody' and 'everything', respectively) (Espinal & Prieto in press); (ii) in a second research we run a complete experiment to 27 Catalan and Spanish speakers and investigated the interpretation of Catalan and Spanish n-words not only in isolated contexts but also in presentational position with and without an overt negative marker. Results from a set of perception experiments confirmed that the intonation contour associated with an n-word is the key factor at the time of constraining the relevant set of accessible propositions and at the time of triggering a DN interpretation, even for sequences that are predicted to be excluded in Spanish ( e.g., *Nadie no vendrá* 'Everybody will come' ).

I will show how this study supports the hypothesis that not only different formal conditions in the question and answer affect the corresponding interpretation (a command negative wh- question combined with a contradictory intonational contour in the answer), but that intonation encodes procedural restrictions on the communicated proposition or explicature (Wilson & Sperber 1993, Carston 2004). Listeners mainly rely on the intonation contour associated with the n-word of the answer when it comes the time to fleshing out a full DN interpretation. The presence of a contradictory tune on the n-word is what constrains a counter-expectational meaning and thus a denial of a discourse-activated assumption (Mosegaard Hansen & Visconti, 2009; Schwenter, 2003, 2005). Our studies add an additional hypothesis to the current debate on the interaction between intonation and relevant information at the prosody – meaning interface: different intonation contours encode different constraints not only on the attitude of the speaker (i.e., higher-level explicatures; Fretheim 1996, 2002; Escandell 1998) but also on the communicated proposition or explicature.

This study also shows that the distinction between different contours is intimately tied up with information-structural considerations (Baltazani 2006). In particular, when the input question is a negative directive (or command) question, the speaker assumes that *p* but has some evidence that *not p* for a reduced set of individuals (on the basis of accessible contextual information). Directive (or command) questions are associated with specific syntactic and phonological formal conditions. In this context the question is an interpretation of a counter-expectational thought on the part of the speaker, a meaning which we represent as: *for which x, not p*. The answer (i.e., the n-words *ningú*, *res*), pronounced with a contradictory contour, is interpreted as a denial of that discourse-activated assumption, and it has a denial effect with a DN interpretation: *it does not exist an x*, such that *not p*, in other words: there are zero individual entities to which *not p* applies.

To conclude, these results prove that different intonation contours encode different constraints on the communicated proposition and guide the enrichment of the linguistic content associated with an n-word that occurs as a fragment answer. All in all, our working hypothesis is that a DN interpretation can be associated with a negative sentence in a NC context if, and only if, it is uttered with a complex L+H\*LH% intonational contour, thus showing the relevance of the role of prosodic tunes at the prosody–meaning interface.

### **Ann-Carita Evaldsson,**

#### ***Resisting teacher authority: Staging insults and affective stances in a special teaching group***

[contribution to the panel *Affective stances, accountability and moral order in adult-child interactions*, organized by Cekaite Asta]

Several researchers posit a relationship between boys' resistance to teacher authority and masculinity (Connell, 1995; Mac an Gail, 1994; Phoenix & Frosh, 2001). In these studies a collective cultural production of protest

masculinity is constructed through boys antagonism to schooling and, teachers' authoritative management and disciplining of boys. However, so far few studies are based on the fine-grained details and nuances of how students' resistance to teacher authority is accomplished in situated action in actual classroom practices (Bentwell & Stokoe, 2003; Danby & Baker, 1998). In this paper data are drawn from ethnographic research combined with detailed analysis (conversation analysis and membership categorization analysis) of video recordings of preadolescent boys, diagnosed with AD/HD, attending a special teaching group in Sweden. In foci of the analysis are a series of escalated directive trajectories in which the boys respond with oppositional and affective stances towards the teacher's directives (c.f. Goodwin, C., 2007; Goodwin, M. H., 2006). In foci are how the boys' responses (i.e. insults) are produced, i.e. their location, design and uptake, including embodied language practices. Of interest are also how the boys account for non-compliance as well as how the teachers account for directives. As will be demonstrated the boys mobilize multiple resources (volume, intonation and embodied actions) to display their affective stances towards the teacher's directives. Different types of action trajectories develop, depending on the teacher's uptake and the design of the boys' insults. Moreover a variety of negative characteristics (concerning age, gender, AD/HD and sexual orientation) are invoked in accounting for insults versus directives. Overall, the analysis demonstrates the multiparty construction of oppositional affective stances in classroom interaction, and the place that moral accounts and diagnostic criteria occupy within it.

**Jacqueline Evers-Vermeul, Ted Sanders**

***Categories of Coherence relations and Connectives; Converging evidence from language use and language acquisition***

[contribution to the panel *Pragmatic aspects of discourse coherence*, organized by Gruber Helmut]

This paper is about the cognition of coherence relations, that is, relations like *Cause-Consequence*, *Contrast* and *Enumeration*. Inferring coherence relations between the segments of a discourse is a prerequisite for understanding the discourse: If a reader has not inferred the coherence relation, (s)he has not understood the text fully.

Several theories have been proposed that make an inventory of the kind of relations that can be found in different types of discourse. Rhetorical Structure Theory (Mann & Thompson, 1988; Taboada & Mann 2006) is among the most influential ones. It generated a host of publications. An issue that we have raised in previous work (Sanders, Spooren & Noordman, 1992) is to what extent such inventories (that can consist of large or even infinite numbers of relations) are more than just an analytic tool for text analysts. If coherence relations are part of the cognitive representation that a reader makes of a text, they should have a cognitive status.

We argue that all possible relations that connect discourse segments share certain conceptual properties. For example, we can distinguish between positive relations like List (*and*) and Cause-Consequence (*so*) and negative relations like Exception (*unless*) and Concession (*but*). The hypothesis is that we can come up with a limited set of such properties, and that it is this set that is cognitively basic: Humans use them while interpreting and producing discourse. This hypothesis constitutes the heart of the Cognitive approach to Coherence Relations (CCR; Sanders & Spooren, 2009).

In this paper we review recent evidence from corpus studies of connectives in language use (including spoken conversations; Sanders & Spooren, submitted) and language acquisition (Evers-Vermeul & Sanders, submitted). We focus on positive causal relations, expressed by connectives like *because*, *so* and *therefore*. We will show in more or less detail how the acquisition of connectives (*and*, *then*, *because*) can be accounted for by a cumulative complexity approach (Evers-Vermeul & Sanders, 2009). In addition, we investigate whether this approach can be refined by distinguishing between several types of causal relations, such as Sweetser's (1990) content, epistemic and speech-act use of causal connectives. We used converging methodologies to investigate when children discover these three domains in the use of causal connectives. In two experiments, Dutch children aged 3;1 to 6;0 had to describe causally related events, argue with and instruct a hand puppet. These experiments revealed that even three-year-olds can produce causal connectives in all three domains. Our third study, a longitudinal corpus study among Dutch children aged 1;6-5;6, shows that children as young as 2;8 are able to produce causal connectives in the content and the speech act domain, but that the epistemic domain is acquired later. Furthermore, it appears that context plays a crucial role in the production of domain types. Our approach of using converging methodologies proves fruitful: corpus-based data show us children's earliest spontaneous use and enable us to track longitudinal developments; experiments enable us to control for context effects.

**Michael Ewing,**

***Discourse pragmatic motivations for subject expression and ellipsis in Javanese conversation***

[contribution to the panel *Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective*, organized by Englebretson Robert]

Javanese has virtually no cross-referencing or agreement morphology yet has a very high frequency of unexpressed ('zero') subjects in conversational interaction. Interlocutors therefore must rely on a range of discourse-pragmatic cues to infer the referents that are meant to be understood as participating in these subject roles. This study examines a corpus of Javanese conversational interaction to determine what motivates subject expression and subject ellipsis. While there do not appear to be categorical grammatical determinants of subject expression, nonetheless there are clear trends in the data, with roughly 60% of subjects of main clauses unexpressed. Of those subjects that are explicitly expressed, most occur in the same Intonation Unit with their predicates, forming a relatively tight syntactic structure. However a sizable proportion occur in more dispersed structures spread across multiple Intonation Units grouped together in Prosodic Clusters. The information flow features Referent Tracking and Identifiability (Du Bois and Thompson 1991; Du Bois, Kumpf and Ashby 2003) are the primary factors motivating whether a subject is expressed or ellipted in Javanese. This study first examines the link between these information flow features and modes of interactional expression. For example, unexpressed subjects are particularly prominent in narrative sections of conversation, where a series of events and states are attributed to recurring referents. Directives (of any sort, not simply commands) also tend to have unexpressed subjects. Points of referential complexity such as the introduction or contrasting of referents or points of misunderstanding yield complex Prosodic Clusters in which referring and predicating functions are separated into different intonation units, but linked prosodically, grammatically and inferentially. Explicit subjects tightly linked to their predicates in single intonation units are particularly frequent in evaluations and phatic comments.

The study then looks at skewed use of subject expression strategies by particular speakers which reveals different roles taken in the interaction. For example one speaker with an unusually low number of 'zero' subjects turns out to be primarily playing a role of supportive listener through phatic commentary to his friend. In contrast, this friend tells a series of personal narratives, which include a much higher proportion of 'zero' subjects. In another interaction one speaker tends to make observations somewhat out of the blue, which require the incremental development of reference dispersed through the relatively frequent use of complex prosodic clusters. This contrasts with one of her interlocutors who focuses on concrete narratives and tasks at hand which by their nature produce long sequences of 'zero' subjects due to the identifiability and persistence of her referents.

This exploration of the motivations behind both the default and the less frequent patterns of subject expression will further develop our understanding of grammar-in-interaction in Javanese, a language that manifests frequency trends but no categorical grammatical restrictions in relation to the use of zero subjects. It will also provide a basis for fruitful comparisons with other languages that may have more restricted or grammatically controlled use of zero subjects, in order to ask whether and how motivations for subject expression in these languages might differ.

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### **Federico Farini,**

#### ***Dealing with emotion displays in intercultural and interlinguistic healthcare settings***

[contribution to the panel *Emotion displays as social action*, organized by Koole Tom]

A number of data-based studies on interlinguistic medical interaction show that very frequently migrant patients encounter severe difficulties in expressing their emotions, concerns and worries. Such difficulties are not always overcome through the intervention of an interpreter, as emotional expressions tend to "get missed" in translations which focus on problems and treatments in medical terms (Hsieh, 2010).

The main questions addressed here are : 1) what types of interpreters' actions cut out migrant patients' emotions of the interaction with the doctor? 2) what types of interpreters' actions make relevant migrant patients' emotions in the triadic interaction?

Our data is based on a corpus of 55 interlinguistic medical interaction in Arabic, Chinese and Italian in two public healthcare services in Region Emilia-Romagna of Italy. The conversations involve at least an Italian speaking doctor, a bilingual interpreter and an Arabic or Chinese speaking patient. The corpus is analyzed drawing upon Conversation Analysis (Hutchby & Wooffitt 1998) and studies on Dialogue Interpreting (Wadensjö, 1998; Mason, 1999; Angelelli, 2004).

It will be shown: 1) how interpreters cut out migrant patients' emotions of the interaction with the doctor by producing partial translations which focus on problems and treatments in medical terms; 2) how interpreters make migrant patients' emotions relevant in the interaction.

As affectivity is nowadays considered a key factor for both the relational effectiveness and the success of medical therapies (Mead & Bower, 2000), we will focus on the most important resource whereby, in our data, interpreters involve doctors in patients' emotions: *affective formulations*.

Heritage (1985: 100) notes that a *formulation* consists in "summarizing, glossing, or developing the gist of an informant's earlier statement". *Affective* formulations produced by the interpreters summarize, gloss or develop

the patients" emotional statements through translation. By proposing affective formulations, the interpreter selects what in the prior talk permits to infer the patient's emotions and re-presents its emotional gist in conversation in order to permit its focusing, topicalization and elaboration in the doctor's next turn (Baraldi & Gavioli, 2008). This gives the possibility to the doctor to get involved in the affective dimension of talk.

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### **Alessandra Fasulo, Giorgia Galeano**

#### ***Directness in directives. Style and affect in the request of action***

[contribution to the panel *Style and affect in interaction*, organized by Fasulo Alessandra]

Despite being often deployed in research as straightforward indicators of authoritative guidance or power *tout court*, directives are a class of verbal moves encompassing very diverse social actions as well as linguistic forms. One important dimension is the degree of directness/indirectness they come with, and this was initially related to the nature of the relationship between interactants in terms of both power asymmetry and social distance (Ervin Tripp 1976), similarly to the way politeness research had initially been conceptualised (Brown & Levinson 1978). However, Ervin-Tripp (1976) also mentions the demand properties of the situation and the ongoing activity as relevant factors, especially with regard to the explicitness of the directives and the possibility of hinting at shared knowledge. Observational studies, in fact, show that types of directive can vary dramatically in the level of directness also between the same interactants. Press (2003) observed that routine activities are typically managed through direct forms whereas the initiation of new course of activity is solicited through more mitigated forms; Goodwin reports unmarked use of direct forms between children during play (1990). She also observes different outcomes of parental directives depending on bodily engagement of parents with children (2006). Research on caregiver-infant interaction shows that there are directives essentially oriented to supporting instead of controlling children's activities (Reddy, 2008). Children, on the other hand, appear sensitive to the imposition that comes with directives, and have been shown to resist or delay compliance (Craven, Potter 2010). The present study is aimed at deepening our understanding of directives and especially of direct forms, through the identification of stylistic features and affect markers indexing different configurations of the requested action, its beneficiaries and the setting of the action. Data is drawn from family interactions in Italy, the UK and India with children from 3 to 12 years old.

The analysis show that, directives taking the imperative form appear numerous and in unmarked forms (i.e. flat intonation, minimized content) in characteristic circumstances, such as: the requested action may be part of a collaborative activity in which both speaker and recipient are involved; it may have a generic exhortative value within scaffolding interventions; it is used to manage practical actions when interactants are also engaged in concurrent activities. These directives appear an altogether different action from directives used to prompt children toward autonomous action, or toward compliance with a family behavioral rule, which are typically elaborate, often including address terms, qualifiers, or various indirect forms (Galeano Fasulo 2009).

More 'classical' forms of directives (higher pitch and volume, together with address terms) have been also found also but typically as endpoints of a series of more mitigated ones. Paradoxically, then, it seems that what is intuitively considered the most authoritarian form marks situations in which the interactants act cooperatively and for the reciprocal benefit. The discussion will highlight methodological and theoretical issues in the study of directives and indirectness in general.

### **Gisela Fehrmann,**

#### ***From Modality to Mediality. Locative and Pragmatic Functions of Space in Sign Languages.***

[contribution to the panel *Perception of Language*, organized by Bachmann Iris]

Sign languages are natural human languages equal in complexity and expression to spoken language. However, in contrast to spoken languages, sign languages are characterized not by the auditory-vocal but by the visual-gestural modality. This means that, despite the many structural analogies, sign languages show differences to

spoken languages arising from the differing modality constraints under which they are processed and from media-specific conventions that govern signed discourse. Most obvious, sign languages are affected by the way signers use space to express spatial and non-spatial information. On the one hand, when spatial location has a topographic function, location reflects the location of a referent isomorphically. Hence, sign languages employ "isomorphic mapping" to convey spatial information (Emmorey 2002). On the other hand, linguistic devices realized by media specific constraints superimpose modality. In signed utterances, location can also serve a non-locative referential, grammatical function and hence, referents are located arbitrarily. And even pragmatic discourse features are expressed by spatial means (Engberg-Pedersen 1993; Morgan 1999).

In narrations of the German sign language, spatial strategies, bodily means and eye gaze are used to differentiate the narrator's role from the narrated figures and are the hallmark of constructed dialogue and constructed action (Fehrmann/Jäger 2004; Perniss 2007). Even the for-and-against type of argumentation follows a spatial orientation in a signed discourse, since it is a logic of horizontally differentiated positions that structures the sequences of arguments (Winston 1995). By contrast, vertically differentiated positions of the signs reflect social realities and power distribution ('more is up', Lakoff/Johnson 1980) in society (Engberg-Pedersen 1993, Boyes Braem 1990). Thus, the way sign languages use space depends on two different referential processes, operationalizing space as a symbolically or topographically charged stage for articulation.

Even less analysis, however, has been made of the conventions under which signers converse about a spatial arrangement they do not jointly perceive. The perception of spatial relations presents signing interactants in dialogic communication – at first sight – with problems similar to those of speakers using deictic expressions under face-to-face conditions, where interaction partner adopt diverging cognitive perspectives (Emmorey/Falgier 1999). In order to establish the intended object reference, a recipient must transform the producer's "right" into her own origo and recognise it from her perspective as a "left". In signing dialogues, however, this problem occurs far more commonly because the linguistic ordering of references used here is encoded spatially rather than lexically. Hence, the addressee has to accomplish a 180° mental rotation to understand correctly the signer's spatialized utterance. However, sign language research reveals that spatialization forms in signed dialogue do not always follow such perception constraints. Sometimes an interlocutor simply maps the signer's location of referents into her own signing space and then a referent located at the signers right occurs at the interlocutors right (Emmorey 2002). Our own studies at the collaborative research center "Media and Cultural Communication" (SFB/FK 427) reveal that the signer's choice of perspective does not only depend on 'real' space constraints but also on pragmatic and socio-linguistic conditions.

**Milan Ferencik,**

***Politeness in the (Post-communist) Slovak Linguistic Townscape - the Rise of New Slovak Politeness?***

[contribution to the panel *Situating societal pragmatics culturally and interculturally*, organized by Mey Jacob L.]

The socio-political and economic changes following the collapse of communism in (Czecho)Slovakia (free democratic elections, implementation of free market economy, privatization of state property, decentralization of governance) in coincidence with the global developmental trends (globalization of capital, spread of English as a global lingua franca, rise and growth of new communication technologies, emergence of global mass-media networks) have left a visible imprint also upon the linguistic landscape of Slovakia's urban environment. The paper focuses on the socio-pragmatic aspects of these changes which manifest themselves in the patterns of politeness usage and which have found their way into the community discourse of a large Slovak town. The town's public discourse provides a setting for the emergence and spread of new patterns of politeness practices which combine the 'Western' negative (non-impositional) politeness ethos imported esp. by international commercial and business agents with the 'local' practices which still echo the general brusqueness of the country's public discourse in the communist past. Using empirical data the paper traces the manifestations of these new patterns of politeness in Slovakia and attempts to investigate whether they represent an amalgamation of the 'old' local paradigm and of the 'new' politeness import which spilt into other domains of the town's public space, or whether they testify to the rise of a more coherent phenomenon of New Slovak Politeness.

**Giacomo Ferrari,**

***How television news shape standard Italian***

[contribution to the panel *Breaking the news on European televisions: Cross-cultural perspectives (an ENIEDA initiative)*, organized by Kurtes Svetlana]

It is commonly known that television, since its beginning in 1958, influenced the evolution of Italian towards a National standard more effectively than any other educational public initiative. The most influent formats were, and still are, leisure shows and advertising, while television news have always tried to keep close to a formal language.

Television news have undergone a significant evolution in terms both of grammatical and lexical features and of discourse structures, not to speak of intonation. This contribution will try to outline the most relevant steps in the linguistic and pragmatic change in the structure of television news. Two genres will be taken into account, sport (soccer) and political news, in order to identify possible parallelisms between the two types of journalism. Comparison will take into account two features,

- the change in the lexical choice in terms of both words and multiword expressions; many new words, often new derivations, have been introduced by television news, as well as uncommon words that have become highly used. This has probably been also the case for newspaper language, but the pressure of television broadcasting is much stronger. The evolution of the lexicon will be studied comparing news on similar subjects in different periods.

- the structural organization of the news; the structure of the formats can be evaluated in terms of order of the news and distribution of times. The discourse structures in both political and sport news will be examined in terms of both rhetoric structures (Mann and Thompson, 1979) and discourse partitions.

The analysis will not be carried on a large corpus, but on few pointed examples chosen to show the differences between the language and the structure of the news through the years. These will be selected from the archives of the national television service (RAI). Private televisions (Mediaset and others) will not be taken into account as they started more recently and often without broadcasting news.

Some socio-linguistic consequences on modern standard Italian will be also sketched."

**Gaëlle Ferre,**

### ***Gesture and Speech in the Expression of Modality***

[contribution to the panel *Multimodality, discourse and speech acts: new insights in pragmatics*, organized by Colletta Jean-Marc]

As revealed by Hoye (2005) research on modality has been particularly prolific in linguistics. Yet, although he states that "speakers can express their stance through recourse to a formidable repertory of modal expressions, which may additionally involve gesture and prosody", comparatively few studies have broached the subject of the multimodal expression of verbal modality, which will be the object of the present communication.

Modality is considered in the framework of the *Theory of Enunciative Operations* proposed by Culioli (1995) who distinguishes four types of modalities which "are not to be interpreted as mutually exclusive".

- **Modality 1:** modality of assertion which involves speech acts like statements, questions, negation, etc.
- **Modality 2:** epistemic modality
- **Modality 3:** judgmental modality
- **Modality 4:** intersubjective relationships that include the deontic and root modalities.

Although co-verbal gestures do not express modality by themselves as they need "context from the primary communicative channel to be understood" (Sweetser, 2008) when they acquire such a grammatical function, they modify the modality expressed in the utterance. In a video corpus of conversational French, we will analyze different hand gestures and facial expressions that participate in the expression of modality, some of which are also found in Sign Languages. The most relevant observation is however the recurrent presence of a metaphoric hand gesture (McNeill, 1992) that may accompany any type of modal utterance: hands held up in front of the speaker's body, palms turned upwards. It will be argued that this gesture is a reduced version of the conventional gesture made to express uncertainty (that is generally accompanied with a shrug of the shoulders), in what has become a more 'grammaticalized' form of the gesture. The gesture is interpreted as a way for the speaker to submit the utterance to appreciation of the co-participant in the interaction as stated by Streek (2008) and its effect is to add epistemicity to any type of modal utterance as in *la vue du sang, je peux pas* ('the sight of blood, I can't stand it') or *faut quand même que la personne qui rentre elle puisse s'éclairer* ('the people moving in should be able to switch the light on'). It can also reinforce epistemicity if the utterance is already expressing modality 2 as in *tu vas pas leur répondre aux gens, ils te disent rien* ('you're not going to answer the people, they don't ask you anything') or *on s'est imaginé comment il avait dû être dans son canyon avec une passoire sur la tête* ('we imagined what he must have looked like in the canyon with a colander on his head'). This observation stands for a possible combination of different types of modalities in the utterance.

**Anita Fetzer,**

### ***Evidentiality in context – or how to import 'evidence' into (English) discourse***

[contribution to the panel *Evidentiality: Theory and Practice*, organized by Fetzer Anita]

This contribution examines the theoretical concept of evidentiality in a cognitive-pragmatic frame of reference supplemented by interactional sociolinguistics, comparing and contrasting it with epistemic modality in order to particularize the following prototypicality conditions: (1) *subjective*, (2) *social* with the sub-feature *authority*, (3) *speaker-oriented*, and (4) *other-oriented*. It is based on the premise that the linguistic coding of evidentiality is obligatory in some languages (cf. Aikenvald 2004, Faller 2002), while in others, for instance English, it is not. Here, it is the communicators who may refer to it explicitly or implicitly, thereby assigning it the status of being relevant to a particular purpose at a particular stage in discourse.

The linguistic coding of epistemic modality is similar, but there is a decisive difference between the two. To express epistemic modality in English, communicators do not only have a closed set of modal verbs at their disposal, but also an open set of linguistic devices containing e.g., modal adverbs and epistemic parentheticals. To express evidentiality, however, they have only an open set of linguistic devices at their disposal, which contains modal verbs, modal adverbs and other expressions of evidentiality. Moreover, these devices do not have an exclusively evidentiality-marking function but are also used to intensify the pragmatic force of a conversational contribution.

The communicator's evaluation of knowledge, of its source and of its degree of reliability is a constitutive part of both evidentiality and epistemic modality. It is at the stage of "the speaker's assessment of, or attitude towards, the potentiality of a state of affairs" (Radden & Dirven 2007:234) where epistemic modality and evidentiality meet and interface.

The paper argues for evidentiality to be assigned the status of a pragmatic presupposition in English discourse. The instantiation of evidentiality as 'evidence' is seen as a fundamental premise in the Gricean cooperative principle and its maxim of *quality*, viz. "Under the category QUALITY falls a supermaxim - "Try to make your contribution one that is true"- and two more specific maxims: 1. Do not say what you believe to be false. 2. Do not say that for which you lack adequate evidence" (Grice 1975: 46). As has been shown for the pragmatic premise of sincerity (Fetzer 2002), evidentiality is only referred to in discourse, if there is some doubt about its validity. It may be referred to by making explicit the source of the information (e.g., naming the source of a quotation or of a logical conclusion) thus importing evidence into the discourse, and it may be referred to implicitly by the use of epistemic modality without the explicit mention of the source of the reasoning process. As a consequence of that, references to evidentiality in English discourse are assigned the status of a contextualization cue, inviting conversational implicatures of a particular kind, namely that the speaker may infringe on the maxim of quality thereby importing evidence in order to support her / his argumentation.

**Grace Fielder,**

***The Ideology of Etymology: Balkan Adversative Discourse Markers***

[contribution to the panel *Discourse Markers in South Slavic Languages*, organized by Dedaic Mirjana]

In addition to native (inherited) adversative connectives, South Slavic and Balkan languages share at least one borrowed connective - (*a*)*ma*, and the more restricted *ami*. The presence of *ama* and *ami* as both conjunctions and discourse markers is a central phenomenon, while (*a*)*ma* as a discourse marker is typical of the periphery. Moreover, an explanation of this pattern requires both synchronic and diachronic data and thus illustrates the importance of the diachronic aspect of areal linguistics and sociolinguistics (historical pragmatics). Indeed, the current value of these forms on the Balkan terrain reflect a complex array of changes and innovations involving grammaticalization, intersubjectivization and standardization of norms, in particular the ideology of etymology, i.e. the perceived etymology of these forms by speakers. Thus, the variation in the form of adversative connective used can represent a type of dialect stylization (Bakhtin 1981) or style-switching (Irvine 2002) in which the juxtaposition of distinct ways of speaking indexes a shift in shared contextual presuppositions. In other words, the choice of discourse marker indexes the relationship between participants in the speech event and illuminates how language encodes ideology. It will be argued therefore that this polyfunctionality of discourse markers can be accommodated best by a polysemous approach that takes into account different functional levels.

**Eva Filippova,**

***Children's developing appreciation of irony in Canadian and Czech discourse***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

In their study of English-speaking children, Filippova and Astington (2008) demonstrated a developmental sequence of different aspects of social-cognitive skills revealed through understanding of irony in the following order of acquisition: meaning of the speaker, his or her belief, communicative intention, and attitude. The same sequence was confirmed for Czech speakers in their understanding of sarcasm (Filippova & Pospisilova, 2009). Still, little is known about the development of an appreciation of both critical and praise forms of irony across cultures and about the ways children and adults from different cultures justify the use of irony. The aim of this paper is to describe children's development of their understanding of a speaker's mind, with a particular focus on justifying a speaker's motivation behind the use of irony in Canadian and Czech discourse.

The study examines data from 48 monolingual English 7-, and 9-year-olds and 24 adult Canadians with data from the same number of Czech speakers matched on age. The task consisted of eight short orally presented stories in the respective languages: in two stories, a speaker criticized an addressee by using a positively worded comment (*counterfactual criticism*); in two stories, a speaker prized an addressee by using a negatively worded comment (*counterfactual praise*); in two stories a speaker exaggerated their criticism (*hyperbolic criticism*); and in two stories, they exaggerated their praise (*hyperbolic praise*). Following each story, the participants assessed

three aspects of mind of the speaker (i.e., meaning, belief, intention) and justified the speaker's motivation behind the use of a given statement. A scaled theory-of-mind (ToM) score was computed (for details see Filippova & Astington, 2008) and quantitative analyses examined the effect of age and culture on the social-cognitive reasoning of our participants. Answers to the motivation question, coded on a 5-point scale reflecting levels of interpersonal understanding based on increasing cognitive complexity of the answers, were the basis for qualitative analyses.

Preliminary analyses run on a subset of data show interesting parallels as well as differences across the two cultures. While a scaled ToM score combined across both counterfactual praise and criticism conditions showed a significant effect of age ( $F(2, 116) = 7.96, p < .001$ ) and no significant effect of culture or an interaction, splitting the conditions yielded a significant effect of culture: Czechs outperformed Canadians on the judgment of a speaker's mind in the criticism condition ( $F(1, 116) = 5.76, p < .05$ ) and Canadians outperformed Czechs in the praise condition ( $F(1, 116) = 5.72, p < .05$ ). Qualitative analyses show that children's justifications behind the speaker's use of non-literal statements progresses from a consideration of story facts grounded in the context, through action- and behavior-grounded justifications, all the way to justifications reflecting an advanced social reasoning. Yet, the degree to which children in these cultures use these justifications at the respective ages differs. Both quantitative and qualitative analyses will consider the cultural specifics of the development of children's understanding of the role of irony in culturally grounded discourse.

**Kerstin Fischer,**  
**"Honest Signals"**

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

Speakers generally assume that there is something like "honest signals" (Pentland 2008), i.e. signals that can be taken at face value and which are generally not planned or placed strategically. For example, speakers have been found to associate interjections with emotional expression and hesitation markers with nervousness, insecurity or lack of knowledge (e.g. Fischer 2000, Fox Tree 2007).

However, scholarly studies of these items show clearly that their use is conventionally determined and that they occur in specific sequential contexts. For instance, Heritage (2002, 2005) reveals that the use of the interjection "oh" does not involve emotions like surprise; Clark & Fox Tree (2002) show that different hesitation markers are associated with delays of different lengths; and studies like Heritage's, Fischer's (2000) or Schegloff's (2009, 2010) illustrate the discursive patterns interjections and hesitation markers occur in and the pragmatic functions they may fulfil. Thus, there is a discrepancy between the "official" and the "unofficial" work these items do.

I will argue that although these items are not what they pretend to be, their use is governed by speakers' attention to a social order that has interactional consequences similar to those suspected by language users. Like Isaacs & Clark's ostensible speech acts, the items under consideration have an "off-record purpose", which is essentially social (1990: 497). In so far, even though they are socially determined and conventionally placed, these items are "honest signals" of their speakers' attention to face work and social relationship.

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**Anthony Fisher,**

**"They remind me of my two young boys squabbling at bath time": Identity and face concerns in the UK's First Televised Prime Ministerial Debates.**

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

It has been widely speculated that the televised leaders' debates broadcast in the run-up to the 2010 general election have changed the complexion of electoral politics in the UK, and the mediated discourse in which such

politics are played out, in profound and lasting ways. Given the success of the debates in terms of viewing figures, and the high stakes both for the participating party leaders and the viewing electorate, the significance of this new form of political discourse is clear. And yet relatively little is known about the precise linguistic and discursive character of the debates, or about how that character is shaped and influenced by the sociocultural practices and economic imperatives of the broadcast and news media within which the debates are situated.

The study examines the linguistic and discursive construction of individual and collective identities by the three party leaders in the discourse of the debates, and considers the ways in which such identity work is implicated in both self-presentation and rapport management (Spencer-Oatey 2000, 2005), in the competitive and often confrontational context of the debates. In addition to this, the study examines the ways in which collective identities are proposed for the viewing television audience, and the facework in which the leaders can be seen to engage as lines of inclusion and exclusion are drawn in the construction of such identities, while also considering the subject positions that are made available to potential voters in the process.

While focused on the debates themselves, the study looks beyond the individual agency of the speakers, and to this end also interrogates talk produced in the surrounding televisual news discourse, as well as commentary in the press. News broadcasts both before and after the debates are examined, with a particular focus on those occasions of talk where the discursive format of the debates, and the predicted or observed effects of this on the talk produced, are explicitly discussed by journalists and commentators. In this way, by drawing on work in Critical Discourse Analysis, the study provides an account of the leaders debates as not only an emerging discursive, but also sociocultural practice, while paying particular attention to the mutually constitutive nature of the relationship between the two.

The Prime Ministerial debates represent the logical conclusion of arguments first put forward in the 1970s (Pateman 1974), that it makes little sense to speak of television *coverage* of a general election, since such elections are essentially and primarily televisual events. In this sense, and given fact that the debates are almost certainly here to stay, it is clear that there is an urgent need for analytical attention to the linguistic and discursive mechanisms at play in this emerging and novel form of mediated political discourse. The present study is offered as an early, exploratory contribution towards this endeavour.

**Richard Fitzgerald, William Housley, & Edward Reynolds**

***Degradation and Redemption as an Interactional Spectacle on the Jeremy Kyle Show.***

[contribution to the panel *Lies and Liars: A Conversation Analytic Approach*, organized by Bilmes Jack]

During the course of this paper we examine transcribed materials gathered from the UK daytime TV program ‘*The Jeremy Kyle Show*’ where the stories of problems and troubles of ordinary people are packaged as a form of entertainment through the on stage scrutiny of personal lives and public interrogation. The stories produced are routinely organised around various ‘normative’ membership devices, such as ‘Family’, where various attributes and associations are assembled and provide the means through which moral interrogation and the allocation of blame, guilt, truth and lies can be accomplished. This moral work is then brought to a head through use of a lie detector test by which the accounts and actions previously discussed are subject to absolute truth testing, and where the category of ‘liar’ is routinely and publicly ascribed. This format then displays a form of degradation ceremony through the temporal process by which membership categorisation of persons present are transformed over the course of the programme. Through the close inspection of our data we demonstrate how Kyle enacts a situated status degradation through moral categorisation work deployed in order to achieve a downgraded form of status ascription as a procedural product of the hosts moral and interrogative work. Thus the incumbency of ‘brother’ ‘sister’ or ‘family’ member is transformed through the interactional work that re-allocates further membership categories such as ‘wrongdoer’, ‘liar’ or ‘addict’ and which afford a revalorisation of the moral positioning of participants. This in turn provides the grounds for the reaffirmation of specific moral principles in contrast to the troubling tales presented and thus provides the grounds through which redemptive or rehabilitative strategies of repair trajectories may be pursued by one or all of the persons subject to the spectacle of participatory mediated morality performances.

**Susan Fitzmaurice,**

***Keyness, discourse and ideology in the account of meaning change***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

This contribution will present the results of new corpus analyses of keyness in order to uncover the role of ideology in shaping the ways in which the contextual meanings of expressions change over time. I select target corpora containing specific expressions that we understand from external historical evidence to have highly specific connotations in particular discourses. I use the Keyword functions of concordance packages (e.g. Wordsmith Tools and AntConc) to explore the status of these expressions in specific target corpora in relation to a succession of different reference corpora. For each target corpus, I conduct analyses in relation to multiple reference corpora. By changing the broader discourse context in which each target corpus is examined, I argue that it is possible to show how expressions mean different things to different people in different periods. Key

examples include the terms ‘colonial’, ‘Tory’, ‘English’ and ‘terrorist’. I will focus on English language texts from the 17<sup>th</sup> century to the present day.

**Monique Flecken, Panos Athanasopoulos, Jan-Rouke Kuipers, & Guillaume Thierry**  
***Neural correlates of motion event representation: Preliminary findings***

[contribution to the panel *Language-specific conceptualizations in linguistic and non-linguistic tasks: comparing native speakers and second language users*, organized by Flecken Monique]

In recent years, research on motion events and the way they are described and conceptualized cross-linguistically has focused differences that can be traced to specific features of the linguistic system. While the majority of studies relate to effects of verb lexicalization patterns (cf. Talmy, 1985), effects relating to the grammatical domain, i.e., grammatical aspect, have also revealed cross-linguistic differences in event construal (cf. von Steutterheim & Nüse, 2003). Studies in these two domains have gone beyond linguistically-based experimental designs, using e.g. categorization paradigms, and eye tracking measurements (e.g., Papafragou et al., 2008).

The current study concerns the grammatical domain and focuses on grammatical aspect. Findings from online event description tasks (video clips) show that speakers of English (a language with grammaticalized progressive aspect) tend to describe goal-oriented motion events with a main focus on the path, e.g. *a car is driving along a road*, rather than the goal (endpoint), as in *a car is driving towards a village*. Speakers of German, whose language lacks progressive aspect, tend to represent these events in holistic terms, i.e. they prefer to describe the same type of video clip with reference to the endpoint, as *ein Auto fährt zu einem Dorf* (a car drives to a village).

However, it remains unclear whether these cross-linguistic differences reflect differences in perceptual processing of motion events at a deeper level, or whether they are post-perceptual in nature, that is, applied to an underlying perceptual system that is universal and unchanging. The current study addressed this question by looking at the neural representation of goal-oriented motion events at an abstract, perceptual level using event-related potentials (ERPs). English speakers were given a set of short, dynamic video clips representing simplified motion events (i.e., a disk moving along a path towards a geometrical shape –the endpoint). In each trial, participants were asked to match both the endpoint-shape (either a square or a hexagon) and the path (either straight or curvy) in the video clip primes to still pictures presented as targets, representing path-shape combinations. The experiment was built following an oddball paradigm. We predicted that ERPs would manifest a P3-like event for match and partial match trials due to their low probability of occurrence; any difference between the two partial match conditions would indicate preferential reference to either the path or the endpoint in the participant group tested. In this talk, we will present preliminary findings and we will discuss the suitability of the methodology for addressing the research questions above.

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**Simeon Floyd,**

***“We” as membership categorization in Cha’palaa, a language of Ecuador***

[contribution to the panel *Constructing collectivity: ‘we’ in interaction*, organized by Pavlidou Theodossia-Soula]

This paper connects the grammar of the first person collective pronoun in the Cha’palaa language of Ecuador with its use in interaction for reference and social category membership attribution, focusing on large-scale categories. Pronominal paradigms involve the intersections of person and number, presenting special problems for the first person because standard descriptions of the role “speaker” do not account for its non-singular usage, where it is not a distributional plural (“speakers”) but rather a collective (“speaker and relevant associates”). English conflates this distinction but it is overt in Cha’palaa for animate nouns including pronouns, a significant difference for collective reference.

While the properties of singular pronominal “shifters” have been studied (Benveniste 1971, Urban 1989, etc.), less has been said about the complex issue of how speakers resolve collective references, accomplished by applying categories to themselves and others as “membership categorization devices” (see Lerner 1993, Sacks 1992, Schegloff 2007, etc.). In Cha’palaa recordings the first person collective pronoun (*lala*; reduced: *laa*) often aligns co-referentially with category terms, as below with the collective term speakers apply to themselves (*chachilla*), contrasting with another collective (*peechulla*) that is co-referential with the third person (*yaila*).

1 S: Peletu ju-tyu?  
 conflict be-NEG

- There're no conflicts?  
 2 C: Ah (.) ya (.) eh (.) si  
 Ah (.) well (.) eh (.) yes  
 3 peletu de-ta-na **chachi-lla** **peechulla-la-ba** diferentes (.)  
 conflict PL-have-be **Chachi-COL black-COL**-with different  
**Chachis** have conflicts with **Blacks**, different (.)  
 4 **yaila-a** **laa-nu** problema mi'ke mi'ke de-ke-e  
**3COL-FOC 1COL-ACC** problem look.for look.for PL-do-DSJ  
**they** look for problems with **us**

While collective reference in Cha'palaa is linked to grammatical preoccupations with collectivity, it also reflects a cross-linguistic fact that, unlike singular pronouns, non-singular pronouns are not just "shifters" among speech participants but also among scales (Brewer and Gardner 1996), attributing membership to local collectivities as well as large, abstract categories, mobilizing common-ground knowledge to define the relevant scale. Recasting first person collectives as not just a grammatical device for reference and agreement but as an interactive resources of speakers for locating themselves within categories can help ground abstract macro-categories often applied in social sciences in micro-level interaction.

ACC = accusative, COL = collective, DSJ = disjunctive, FOC = focus, LOC = locative, NEG = negation, PL = plural

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### **Bonnie Fonseca-Greber,**

#### ***Semantic-Pragmatic Change and the Case of Emphatic "ne" in French***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

Negation in French is often considered a classic example of Jespersen's cycle (Jespersen, 1917; Dahl, 1979; Croft, 1991; Hansen, 2009; Larrivé, 2010). Indeed, the loss of pre-verbal *nein* favor of *pas* or other post-verbal negators has become the norm in "Spoken Standard French" (Hansen, 1998), with a number of recent studies documenting its use at under 10% (Coveney, 1996; Hansen & Malderez, 2004; Fonseca-Greber, 2007; van Compernelle, 2009). It is not surprising then that Schwenter (2002) concludes that *ne* loss in spoken French is so far advanced that discourse-pragmatic factors no longer play a role, in contrast with the situation in other Romance vernaculars, including Catalan (*no...pas*), Italian (*non...mica*) (See also Visconti, 2009), Brazilian Portuguese (*não... não*), and Dominican Spanish (*no... no*). Nonetheless, Fonseca-Greber (2007) has argued that it is time to shift the question from why is *ne* dropped to why is *ne* used? Her results showed that a pragmatic function appears to be emerging for *ne* in Swiss French, as a marker of negative emphasis. An emphatic *ne* has also subsequently been documented for the French of France (Tours) and of Quebec (van Compernelle, 2009, 2010). Now that *pas* has undergone a reversal of markedness (Waugh, 1982) and has become the neutral negator, it would not be surprising for a new emphatic reinforcer to emerge, because as Miestamo (2005), Jespersen (1917), and Bernini & Ramat (1992) note, negatives tend to be emphasized, and cross-linguistically, languages have evolved a variety of ways for doing so.

The proposed paper then builds on and extends this previous work on emphatic *ne* in two important new directions:

1. If it can be shown, following Hansen (2009), that the same discourse-functional constraints that conditioned the addition of the negative reinforcers (i.e., emphatics) *pas* and *mie* in Old and Middle French also apply to the examples of emphatic *ne*, this would strengthen the analysis of *ne* as an emphatic and provide the description with an explanatory framework. Therefore, do the discourse-functional constraints that triggered the use of the negative reinforcers *pas* and *mie* in OF and MF, also apply to the addition of emphatic *ne* in the contemporary Swiss French corpus?
2. In the conservative analysis originally put forth in Fonseca-Greber (2007), some seemingly pragmatically emphatic tokens of *ne* remained unexplained because they did not occur in conjunction with other emphatics. Can subjectification, or "the development of a grammatically identifiable

expression of speaker belief or speaker attitude to what is said" (Traugott, 1995: 32) provide an explanation for these residual tokens?

Taken together, these two questions help provide a unified account of the pragmatics of *ne* as an emphatic negative reinforcer in conversational Swiss French, and would support Larrivée's (2010) conclusions that pragmatic factors contribute to language change through the reinterpretation of markedness options

A corpus of conversational Swiss French provides the data for this study:

- 117,000 words or 8-½ hours of talk
- 1,982 negative utterances total
- 7 spontaneously occurring, informal, face-to-face conversations, between family members, friends, and (less often) acquaintances.
- 14 educated, middle-class speakers of Swiss French (6 men/8 women; 26-67 years old)

### **Maria José Frápolli, Stavros Assimakopoulos**

#### ***Redefining logical constants as inference markers***

[contribution to the panel *Cognitive pragmatics and its interfaces in linguistics*, organized by Assimakopoulos Stavros]

Formal semantic theories can be seen as direct heirs of the logical research program originally pursued by Frege and Tarski. One of the main arguments of this camp of philosophers was that, unlike logic, natural language is imperfect in that it customarily allows for deviations from the formal rules of logical theory. Even so, formal semantics has remained the dominant theory of meaning in linguistics, especially after Montague's argumentation, which is based on the remark that logical languages and their natural counterparts present "no important theoretical difference" (1974:222).

In this setting, a pressing task for the philosophy of logic has been to offer an adequate characterization of which expressions can be considered as logical constants, and why. Logicians are happy to embrace an invariantist approach to the issue along the lines originally defended by Boole and Tarski. Conversely, pragmaticists of a more cognitive orientation have claimed that the meanings that are communicated by the use of certain natural language expressions that correspond to logical constants in calculi cannot be exhausted by a mere truth-tabular approach (e.g. Carston 2002). This difference of perspective can lead to the conclusion that logical semantics should be seen as "epiphenomenal" on the actual cognitive processing of sentences (Seuren 2000:289).

In our talk, we wish to readdress the notion of logical constanthood in a way in which it justifies the intuition that, in effect, both logic and linguistic pragmatics deal with the same fundamental topic; that of information transfer. Our suggestion will be that by focusing too much on the structural aspects of calculi, logicians have forgotten Frege's original project, the motivations behind which bind very well with the insights provided by contemporary pragmatics theories. In this view, a logical constant has to be seen as an aid to draw inferences, and the expressions that enjoy this status should encode a meaning that conveys the idea that a truth preserving transition is taking place. Contrary to the common assumption, we want to defend that logical constanthood is a property of tokens rather than types and that the attempt to enclose all of them in a homogeneous category of words from the point of view of their overall meaning is what causes this perceived gap between logic and cognitive semantics. Along the same lines, we will argue that if we identify different subsets of logically interesting expressions, our comprehension of what it is at stake when we use a logical constant will deepen. To this effect, we will exemplify our approach through the discussion of the status of conjunction and disjunction as logical constants.

### **Bruce Fraser,**

#### ***Hedging and Mediation***

[contribution to the panel *From Refusing to Schmoozing: Investigating Strategic Roadmaps for Negotiating Conflict and Rapport*, organized by Boxer Diana]

Hedging is performed when the speaker uses a particular term, chooses a particular structure, or imposes a specific prosodic form on the utterance, where the use signals a lack of a full commitment either to the full category membership of a term or expression in the utterance (content mitigation), or to the intended illocutionary force of the utterance (force mitigation). Simply put, it is attenuation of the full value which the utterance would have, absent the hedging.

Hedges are often noticed in the talk of physicians (e.g., **Could I just ask** you to take your clothes off and put on this **silly** gown?), in the talk of lawyers, (e.g., It's **highlyunlikely** that my client **couldhave** robbed that store, given his **current** condition.), those questioning politicians (e.g., Mr. President, the Prime Minister has referred to terrorism as, quote, "a crime," and he's referred to it **in part** as a law enforcement issue. So for you, **I'mwondering**, does that underscore any **sort of** philosophical difference when your 2004 campaign took issue with **somewhat** similar descriptions from JohnKerry?), and in the talk of politicians themselves (**I will not be rendering judgment about individual orientation**. I do believe the "don't ask, don't tell" policy is good policy.) However, little has been said about the use of hedging in mediation.

In this paper, I will illustrate the different uses of hedging by mediators, individuals who work with disputing parties as they attempt to bring them to an agreement with only the use of language. Based on my experience as a mediator, and drawing on recordings of other mediators, I will show how the mediator's use of hedging varies depending on the stages of the mediation and the degree of confidence felt.

**Brigitte French,**

***“Filthy Words” and “Bold Women:” Disciplining Language, Gender and Respectability in Irish Free State Courts***

[contribution to the panel *Making Citizens: Discursive Practices at the Boundary of Nationhood*, organized by Pagliai Valentina]

Recent scholarship in linguistic anthropology and the social sciences has drawn attention to the key role that court systems play in the regimentation of citizenship and notions of belonging in “post-conflict” nation-states (Widner 2001; Wilson 2001; Ross 2003; Coxshall 2005). In the aftermath of state-sponsored violence and armed conflict, the regular and impartial functioning of the judiciary marks a return to “the rule of law” in democratic states that was absent during war (Das and Poole 2004; O'Barr and Conley 2005). This paper examines one such historical post-conflict context and concomitant notions of belonging to the Irish nation that were inculcated through language used in the new district court system that developed immediately following the Anglo-Irish War (1912-1921) and the Irish Civil War (1922-1923). More specifically, the paper shows the ways that court agents and local citizens in rural Western Ireland were key actors in establishing and contesting the legitimacy of the new state and civic values of “respectability” and “decency” in the Irish Free State (1923-1937). The analysis focuses on historical ethnographic data, metapragmatic discourse, direct citation, and indirection produced by justices, defendants, attorneys, and reporters to show how ideologies of language and ideologies of gender produced asymmetrical power relations along gendered lines. Within the court, women's garrulous and direct speech (filthy language) become indexical of a disruptive femininity (bold women) that went against the constitutionally-codified ideal role of women as domestic and private. Mobilizing Philips' (2000) linguistic ideological analysis of nationalism, gender, and the judiciary, the paper argues that courtroom discourse became a key site for disciplining women's language use and gender performances for the good of the new Irish nation. Going beyond Philips, it suggests how such disciplining of women's discursive practices sometimes thwarted their claims on the court for protection from domestic and structural violence during a tumultuous moment in Irish history.

**Thorstein Fretheim, Wim A. van Dommelen**

***A pragmatic perspective on the phonological values of utterance-final boundary tones in East Norwegian intonation***

[contribution to the panel *Cognitive pragmatics and its interfaces in linguistics*, organized by Assimakopoulos Stavros]

Is there a phonological opposition between two utterance-final boundary tones **L%** and **H%** in East Norwegian (EN)? Any EN Intonation Unit (IU) whose final Accent Unit (AU) is not made prominent by a right-edge F0 peak ends on a low pitch. Things would be simple if we could say that the tone is **L%** iff the final AU is non-focal and **H%** iff it is focal, marked by a raised F0 at the right edge of a Focus Phrase (FP), but this makes low and high complementary phenomena, so there would be no opposition between **L%** and **H%**.

A **H%** tone is generally believed to signal the speaker's concern with the hearer's reaction to the truth-conditional content of the utterance, and the pragmatic implications are further constrained by sentence type: declarative, interrogative, or imperative. **L%** has been associated with a conclusion, often making declaratives insistent and interrogatives biased. Still, contextual constraints on the hearer's pragmatic processing may override information linked to the speaker's choice of boundary tone, and even in those Norwegian utterances whose intonation structure potentially satisfies the conditions for a phonological **L%-H%** opposition, the tonal difference in the final syllable may be perceptually insufficient for a robust contrast.

We designed two listening tests informed by two hypotheses about the procedural information conveyed by utterance-final low vs. high tone: (i) Two FPs in an interrogative echoes an assertive pattern typical of declaratives, while **H%** signals epistemic openness. When these two prosodic gestures co-occur, a conflict between mutually inconsistent pieces of procedural information may result. (ii) A final high tone in imperatives sounds peremptory, while a low tone softens the imperative.

**Experiment I:** 15 EN subjects listened to intonationally distinct utterances of three interrogative sentences, and as controls corresponding declaratives, a total of 50 stimuli presented twice, randomized order. They were seated in front of a computer screen in a studio and were asked to evaluate the naturalness of the stimuli by clicking on boxed digits forming a scale from 1 (completely natural) to 5 (completely unnatural). **Experiment II:** 15 subjects were presented with 20 stimuli (randomized order) involving imperatives that were pairwise identical except for a fall vs. no fall after the final peak, and were asked to judge the stimuli as “friendly” or “unfriendly”.

**Results:** A systematic dislike of the combination of two FPs and H% in interrogatives was found with some individuals, and we did find a significant difference in the informants' reactions to high and low final tone in imperatives, conforming to our hypotheses and strengthening the case for a phonological L%-H% contrast.

**Maria Frick, Melissa Stevanovic**

***Singing in conversation - problem solving in sequential post-expansions***

[contribution to the panel *Interaction and discourse in music settings*, organized by Veronesi Daniela]

In this paper we investigate singings in conversation, in other words: turns of interaction that are sung. More specifically, we consider singings that a) occur in post-expansions of interactionally problematic sequences and b) emerge *ad hoc* without explicit interactional framing of music. After a brief review of the conversation analytic literature on sequential post-expansions (Schegloff, 2007), we address the question of “Why this now”; what is being accomplished by *ad hoc* singings in sequential post-expansions. The study falls in the field of conversation analysis and interactional linguistics.

Our data consist of 26 hours of video-recorded Finnish conversations in three different settings: (1) everyday conversations (10h), (2) students' associations (6h) and (3) church workplace meetings (10h). Of a total of 50 singings, 24 occur in sequential post-expansions. In this paper, we present data extracts in which one speaker announces a plan of future action but the recipient's response is somehow wanting. Subsequently, the speaker seems to pursue a more adequate response but the recipient's withholds his approval of the earlier announced plan. It is in these interactionally problematic situations that the speakers start to sing. In our dataset, this pattern seems to occur independently of whether the propositional content of the plan in question has to do with music or not.

In everyday conversations and students' associations, singings often end the troublesome sequence: drawing on the musical material produced through singing, the recipients may initiate talk about a new topic. Interestingly, also in the church workplace meetings, in which priests and cantors discuss the musical details of the upcoming church events, singing is used, not just for reference to music, but also to solve interactional problems. It is a most relaxed way to keep the sequence suspended at the moment there is a threat of topic attrition. We thus suggest that, regardless of the setting, “post-expansional singing” helps the participants a) to relieve tension caused by the absence of their co-participants' appropriate uptake and b) to launch further talk on the current topic. Singing provides the participants with a way to combine these two different interactional goals in a single turn.

By considering the ramifications of singing as an interactional resource, the paper aims at enhancing our understanding of some of the (1) social implications of the different ways of creating post-expansions, (2) general aspects of sequentiality in interaction, and (3) idiosyncratic features of interaction in musical settings.

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**Maximiliane Frobenius,**

***Participation frameworks in monologues: The case of video blogs***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

This paper addresses the question how speakers in monologues involve their audiences. The data investigated is a set of video blogs that were uploaded to the video hosting website YouTube. Vlogs are a relatively new multimodal, monologic genre including spoken language, posted online for anyone to watch. This form of asynchronous computer-mediated communication (CMC) involves a speaker shooting video footage of him- or herself, which s/he then uploads to the internet. Consequently, viewers are not present at the time of production, and thus, speakers do not know who will be watching. The website allows written interaction between the vlogger and the viewers in the form of comments that appear underneath the video frame once the video is uploaded.

Speakers in monologues have a range of ways of addressing and involving their non-present audience, such as terms of address, questions or imperatives, or even interaction-like sequences, such as when they enact members of the audience. These elements contribute to the construction of participation frameworks (Goffman 1981) similar to those in face-to-face communication. The applicability of this concept to the vlog situation, however, is limited, in that the negotiation of roles, which is a joint process in face-to-face interaction, is undertaken by a single person in a vlog. Furthermore, some of the distinctions in Goffman's model, e.g. eavesdropper vs. bystander, are blurred due to the characteristics of the online genre.

In this paper I describe how vloggers align to (segments of) their audiences, and how this invokes different participation frameworks. My discussion of the data will include multimodal features such as gaze shifts or gestures and of course those features that are characteristic of the genre video blog, e.g. when vloggers refer to elements on the YouTube interface that are outside the video frame, such as written comments.

Consider the following example:

187 I definitely know I want some-  
 188 the fans have some kind of involvement in this video,  
 189 and once I work out the details,  
 190 I will come up with a v log or something,  
 191 with what I want you guys to do,  
 192 but uhm that's.. something I'm very excited about,  
 193 and I'm working towards and uhm,

In this excerpt, a man in his mid twenties talks about his regular viewers ("the fans", l. 188). In line 191, the same people are addressed directly, "you guys". This switch from third to second person triggers a switch in participation frames. Whereas in l. 188 "the fans" are only *bystanders*, they have turned into the *addressees* "you guys" in l. 191, eliminating the implicit distinction between the current viewers and the fans.

The systematic investigation of this kind of example will illuminate how participation frameworks are adapted to an asynchronous monologue setting, and what resources speakers have to model them.

### **Daniela Frumusani, Adriana Stefanel**

#### ***Women in Romanian politics and gendered journalistic practices***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

Our analysis is set in the general context of a postcommunist country which rejected more or less feminist and women's approaches after the forcefully imposed rhetoric of emancipation (1945-1989). The focus of our investigation is the image and position of women in politics, as well as their discourse practices in contemporary media debates.

We selected an important moment of political activity, as well as of feminine leadership, namely the 2009 electoral campaign for Euro parliamentary elections. The investigation is carried out at the macro and micro discursive and rhetoric interactional level the positions, propositions, types of arguments, speech acts, interventions and interruptions of women political actors confronted with male/female journalists (moderators in TV electoral debates) and male candidates. We are investigating (using the content analysis and discourse analysis methodologies) ten paradigmatic TV interactions (political talk-shows broadcast during the last two weeks of the electoral campaign for the European Parliament 25 May-6 June 2009). We focus not only on women candidates' interventions, in the frame of the conversational analysis, but also on replies or metacommunicative remarks of male actors, who generally try to monopolize the discourse, select themselves and minimize the others' contributions.

We intend to show that the empathic feminine model (based on proximity, sense of concrete, "ethics of care" etc.) functions only at the content level and not at all at the relational (discursive) one (at least in the 48 debates that constitute our corpus), where the polemic masculine model functions for male actors as well as for male/female journalists who adopt (intentionally or non intentionally, perhaps in a "naturalized" manner) a "shadow strategy" in relation of women (the absence of women's voices in the conclusion of the debate, numerous interruptions of women's discourse etc., ironical statements concerning women's positions etc.).

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Tremblay, Manon, 2008, *100 Questions sur les femmes et la politique*, Montréal, Remue-Ménage

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Van Dijk, T., 1988 *News Analysis. Case Studies of International and National News in the Press* New Jersey, LEA

Wodak, R., Meyer, M., 2001, *Methods of critical discourse analysis*, London, Sage Publication

<http://www.whomakesthenews.org/> (4<sup>th</sup> edition of the *Global Media Monitoring Project*)

### **Yoko Fujii,**

#### ***Interchangeability of the first and second person pronouns in Japanese – An interpretation in terms of the theory of "ba" –***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

How we call each other is a basic interactional everyday practice in a cultural context of a language. It reflects how the speaker situates the self in relation to the other in the context of interaction. The speaker chooses address terms on the basis of his/her contextual construal of 'ba' (lit. place) of the interaction. This presentation demonstrates that interchangeability of the first and second person pronouns in Japanese is deeply rooted in the Japanese cultural values of the interdependence of self and other in interaction, and can be explicated in terms of the theory of 'ba' (lit. place).

This study first presents that Japanese has used the first and second person pronouns interchangeably over a long history of the language. This "seemingly" irrational and illogical use of personal pronouns from the Western perspective can be seen not only in Japanese but also in Thai, Vietnamese and other non-Western languages. Since the way to call each other in interaction is a basic interactional everyday practice, I hypothesize that the interchangeability of the person pronouns is closely connected with how the speaker situates the self and the other in interaction of the culture, on the basis of which the speaker construes the other. Then, in order to disclose the cultural practices in interaction, I analyze the interaction of the Japanese and Americans by focusing on how two persons of Japanese and American pairs establish mutual consent through their language behaviors in a task-based interaction. The data used in this study is a cross-linguistic data, 'Mr. O Corpus.' I used the task data of Mr. O Corpus, in which two people work together to construct a story by arranging fifteen picture cards. In total, 12 Japanese and 11 American pairs of student-student interactions were examined. The results show that the American interaction is operated by participants presenting themselves in a direct manner and in an independent way. They situate themselves separately from the other, and a self-vs-other facing relationship can be observed. On the other hand, the Japanese interaction is more inter-relational, in that participants situate themselves as if they are entraining themselves, and they resonate each other. The boundary of self disappears and merges as if self and other had one mind.

Through this observation of culturally preferable style of interaction, it can be interpreted that the interchangeability of the first and second person pronouns are deeply motivated by the culturally views of interdependency of the self with the other in the sharing of *ba* of interaction, in which the boundary of self merges into one and the participants synchronize each other. Finally, it will be argued that the phenomenon of the interchangeability of the first and second person pronouns can be explicated by the theory of 'ba.'

**Anne Furlong,**

***Outsourcing: Towards a relevance-theoretic account of the interpretation of theatrical texts***  
[contribution to the panel *The interface between pragmatics and literary stylistics*, organized by Chapman Siobhan]

Connor (1999) rehearses fundamental issues raised by the interpretation of plays: whether a play's meaning is to be found in the dramatist's comments, the close readings of scholars and students, or the playgoers' experience. She overlooks actors and directors, yet surely the defining feature of a play is that it is meant to be performed. Hamilton notes that we "evaluate plays differently when considering them as texts for reading" rather than as "scripts" (307). Sauer argues that performance is central to the teaching of drama, and Barish calls "stage and study" "inextricably linked" (47). Scholars have focussed on practice (Chapple and Davis), pedagogy (Long), or theory (McConachie), but have not directly addressed the question of *how* a performance communicates the intended interpretation.

I apply the relevance-theoretic model of communication to the interpretation of dramatic texts in performance. I draw on the notion of non-spontaneous interpretation to account for "extra" effort invested by the director and actors, and the reading that forms the basis for a production. I argue that each performance presents the evidence for the director's interpretation of the writer's informative intention, evidence consisting not only of the text of the play, but also of the paralinguistic and extralinguistic clues provided by the actors' relationships to their character, their fellow actors, and the audience. Specifically, I focus on interpretive problems presented by the protagonists of Strindberg's *Miss Julie* and Ibsen's *A Doll's House*; these difficulties are both elucidated and (potentially) resolved on stage.

TS Eliot regarded most performances as "interruptions" of the relationship between writer and audience; in "a true acting play", the actor added nothing (96). To the contrary, every dramatist outsources part of her communicative function to the director and his actors, and while many plays can produce rich cognitive effects through reading alone, the intended interpretation is most fully communicated through performance.

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**Toshiaki Furukawa,**

***Humor and affect in multilingual comedy performances in Hawai'i***

[contribution to the panel *Constructing Emotion in Multilingual Talk*, organized by Prior Matthew]

Discursive Psychology (DP) respecifies 'psychological' matters such as emotions as social practices that are constituted, displayed, and made relevant by participants on specific occasions in their interactions (Edwards & Potter, 1992). Thus far, DP's program has restricted itself to the examination of how monolingual speakers construct emotions. This study extends DP's program by adding insights from stylization research (Auer, 2007; Coupland, 2007; Rampton, 2009) to the analysis of highly performative institutional talk or comedic performances. Multivocality (Bakhtin, 1981) is a central notion in stylization studies and refers to the 'centripetal' and 'centrifugal' forces at play in language that produce two or more meanings in language use. I adopt this notion to conceptualize the duality of not only English but Hawai'i Creole English and other semiotic resources that surround a highly performative genre in multilingual Hawai'i society. I argue that this multivocal nature of language characterizes both mundane and creative language use that constitutes parody, irony, and other discursive practices. Stand-up comedy is a type of institutional talk where comedians and their audiences assume different situated identities. Local comedy is a social institution that reproduces 'Locals,' an emic category including the descendants, stereotypically, of the plantation laborers from the Asia and Pacific regions. Hawai'i comedy is a culturally-specific performative genre designed primarily for Locals, that is, audience members who are born and raised in Hawai'i.

Based on a collection of twelve audio-recorded live stand-up comedy shows in Hawai'i, this study investigates the strategic use of affective states and stances in multilingual and multicultural Local stand-up comedy performances in Hawaii. I analyze how Local comedians deploy mockery (Hill, 2005) (i.e., linguistic and racial stereotyping) to jointly create affective stances with their audiences. Local comedians make discursive contrasts by deploying Hawai'i Creole English to voice Locals and by deploying English to voice non-Locals or 'white people.' In other words, findings show that Hawai'i Creole English (HCE) is indexically connected to 'positive' emotions and affect (e.g., HCE-speaking Local boys are endearing), while mock English (i.e., parodied white people's English) is related to 'negative' emotions and attitudes (e.g., English-speaking white people are uptight). Local comedians and their audiences display their understanding of these culturally-specific indexicals to create humor and affective stances. Findings also show that Local comedians deploy other mock languages such as Hawaiian, Ilokano, and Japanese; moreover, they also constitute 'accents' such as Filipino English and Samoan English. Mockery is a powerful multivocal tool with which the comedians and their audiences display affect and jointly constitute a Local comedy community.

Local stand-up comedians present culturally-specific semiotic resources as laughables, and their audiences respond to them accordingly. In other words, Local comedy audiences know when to laugh; laughter is a marker of socially constituted affect. Consequently, this study highlights the cultural specificity of humor and affect in Local stand-up comedy that constitutes and is constituted by a shared sense of in-group knowledge about multivocal humor.

**Savitri Gadavani,**

***Ladies in distress: An analysis of the role of women in Thai political turmoil 2009-2010***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

The United Front for Democracy against Dictatorship (UDD), more commonly known as the Red Shirt is the vociferous oppositional group of Thai state government. Its movement was orchestrated by many key members of the oppositional party, *Pheua Thai*. The Red Shirt consisted of the lower class: the poor, the unemployed and the helpless. Their 2009-2010 campaign of '*Phrai*' (vassals) highlighted the Red Shirt as a victim of social inequality and oppression. Female participants of the Red Shirt emerged as leading characters in this scheme. This paper investigated the role of women in the non-parliamentary democracy. The data collected was classified into two groups: discourse collected from the Red Shirt television channel, PTV and local radio station, *Rak Chaingmai 51* and discourse collected from the demonstration on the street. The former consisted of 4 speeches of the top rated female broadcasters and the latter derived from the 2 speeches given on stage and 2 dialogues between female demonstrators and state authority.

Critical Discourse Analysis, with specific emphasis on the detail analysis of social and political context formed the frame for data analysis. The analytical framework was divided into two levels. The macro analysis encompassed of the Fairclough's CDA (Fairclough 2003). Van Dijk's Sociocognitive Approach and context analysis (van Dijk 2010) were employed to extract the information found in the context. At the micro level, the discourse collected was textually analysed using pragmatic and discourse analysis approach. The analysis was an attempt to investigate the interface between text and context in the hope to find the dialogical relationship between the two. According to the findings, it could be argued that the presence of female demonstrator or discourse of femininity, especially in public setting, was employed to achieve political ends, serving clear purpose in positioning the Red Shirt movement to fit the hermeneutic background of the group that they tried to propose. During the period leading up to the clash, female broadcasters had a vital role in launching propaganda against the current government and the Thai social structure in general. The speeches of these broadcasters succeeded in building a group of politically active and self-assertive women never seen before in Thailand. During the demonstration, female oppositional politicians and ordinary women participated or were strategically deployed in several clashes, triggered the image of the Red Shirt, men and women, alike as desperate victim. The discourse that accompanied such incidents fit the *frame* and *script* of the almighty policemen and soldiers representing the state authority cornered the helpless and hapless demonstrators. The scenario represented the oppressed innocent peasants who were argued to encompass this group. However, the discourse among male and female protesters at interpersonal level revealed that women, despite their contribution to the group, were very much submissive and subordinated.

The launch of female characters as part of the Red Shirt campaign in parliament as well as the in the street emphasized that the Red Shirt has been victimized. This thereby legitimized their use of drastic measure and violence to revolutionize and reform Thai society and politics.

**Inmaculada Garcia Sanchez,  
*Once Moroccan, Always Moroccan***

[contribution to the panel *Figuring Citizenship: Children & Youth's Communicative Practices and the Cultural Politics of Citizenship*, organized by Reynolds Jennifer F.]

With the growing transnational flows of people, the notions of *citizenship* and *belonging* have become the focus of renewed scholarly attention in the last few decades (Brubaker, 1989; Diaz-Barriga, 2008; Flores & Benmayor, 1997; Rosaldo, 1994). As a result, classic formulations of these notions (i.e. belonging to a nation-state either by birth or naturalization, or full membership in a group) have given way to new models of *citizenship* and *belonging* that emphasize simultaneously the rights to be different and to civic participation within a democratic framework of inclusion. Spain has become the host society of hundreds of thousands of immigrants in the last two decades. The points of contention generated by the increasing levels of cultural and linguistic heterogeneity in the country are pushing the boundaries of traditional understandings of *citizenship* and *belonging*. Schools, as one of the first 'host' society institutions involved in the settlement processes of immigrant families, have become one of the major battlegrounds in the contested debates surrounding immigration and the new politics of 'belonging' and 'inclusion.' This paper explores the complex, and sometimes paradoxical meanings of belonging and inclusion in classroom practice, particularly in relation to immigrant children's national and cultural identity.

In this paper, institutional discourses about inclusion are analyzed in relation to the kinds of cultural identities ascribed to Moroccan immigrant children in everyday classroom exchanges. The paper examines student-teacher interactions in a multiethnic 4th grade classroom in a rural community in southwestern Spain. Using linguistic anthropology and classroom discourse analysis methods (Rymes, 2009; Wortham, 2008), I investigate how, in classroom discussions, teachers engage inadvertently in authenticating practices (Bucholtz & Hall 2004), playing on essentialist notions of children's national and cultural identities through three interrelated interactional practices: Speaker selection, IRE sequences, and elicitation of narratives. This paper also examines how Moroccan immigrant children negotiate belonging and difference in these exchanges, paying particular attention to children's attempts to resist these essentialist notions, as well as their attempts to claim different spheres of belonging. Ultimately, it will be argued that the ways in which forms of inclusion are realized in actual student-teacher interactions may have the unintended, paradoxical consequence of perpetuating ethnic stereotypes and further mark Moroccan immigrant children's identities as 'outsiders.'

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**Antonio García-Gómez,**

***Female aggressive behaviour in Spanish reality television: Use and effects of sexual status on perceptions of assertiveness***

[contribution to the panel *The discourse of reality television: multidisciplinary and cross-cultural approaches*, organized by Lorenzo-Dus Nuria]

In the last two decades, the reality television phenomenon has transformed the face of television in many countries (Hill, 2002; Jones, 2002 and O'Loughlin, 2004). Different television formats, which span from docusoaps to the most blatant examples of what has dubbed voyeur television (Higgins, 2009), have taken up several prime-time slots. In particular, a wide range of reality television shows have replaced miniseries, sitcoms and movies in those coveted slots. These reality television programmes show the transformation of the private domain into one which can be manipulated and incorporated as an essential element in the theatricalisation of the intimate experiences of anonymous people (Myers, 2001).

By establishing the discursive psychological analysis of sexuality at its focus, this study considers a number of overlapping fields: women's language, construction of gender identities and language and sexuality in Spanish reality television. The present study looks at three key aspects of gender construction: femininity, doing girlhood and girls' relational aggression. In particular, I use both a quantitative and a qualitative, feminist, discursive-psychological and post-structural approach to examine in detail the pragmatic-discursive strategies employed by Spanish women to evaluate social behaviour and, in turn, construct their own identity in episodes of relational aggression on reality TV shows. More precisely, the sample of data is based on the video-tape recording and transcription of one of the most popular talk shows on Spanish television: *Hoy me cambio de familia*, the Spanish version of *WifeSwap*. The corpus on which the study is based comprises a total of ten shows, circa 125,000 words. In spite of the potential differences embodied regarding theoretical stance and foci of analysis, the study considers two important post-structuralist concepts: performativity and heteronormativity (Butler, 1990 and 2006; Sunderland, 2004).

Basing the study on transcriptions of verbal aggression, it shows how the sexual identities of these Spanish women are discursively constructed and regulated via language use on this reality TV show. The analysis is based on the idea that sexuality is but one aspect of identity. While on the surface these Spanish women's constructions appear as the mean girls' syndrome (Ringrose, 2006, 2008), a closer analysis reveals that a subject sexist ideology can be argued. All in all, the analysis gives evidence that women's aggression constitutes a complex, fuzzy and sometimes contradictory representational ground.

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**Simon Garrod,**

***Automaticity in the official and unofficial business of communication***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

Communication, particularly interactive communication, can be conceived as a process of aligning communicators' mental states (Garrod & Pickering, 2007). Pickering and Garrod (2004) argue that the most important way in which such alignment occurs is via a process of automatic (nonconscious and effortless) imitation at different linguistic levels. And, because alignment at one level enhances alignment at other levels

this ultimately promotes alignment of communicators' situational models. More recently we have argued that interactive communication involves both linguistic and non-linguistic alignment processes and these fall on a cline between intentional controlled processes of alignment and automatic processes of alignment (Garrod & Pickering, 2009). In this way intentional acts of communication may be aided by non-intentional processes of both linguistic and non-linguistic alignment. Here I will consider how the official and unofficial business of communication may also be considered as falling on the extremes of such a cline.

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**Anja Gattnar,**

***Verbal aspect in iterated context. Comparing the Russian and Czech system.***

[contribution to the panel Aspect and performativity in Slavic languages (and beyond), organized by Witczak-Plisiecka Iwona]

The linguistic variation of verbal aspect in the Slavic languages is a very good example for the contextual dynamics in natural language. We agree with Lehmann (1999) and Anstatt (2002), that there is a correlation between aspect and lexical function, which is governed by context. The eastern type of Slavic languages (represented by Russian) is more grammaticalized than the western type (represented by Czech). In Czech, the perfective (pf) and the imperfective (ipf) aspect often compete in the same context without changing the propositional meaning. Which mechanism controls the choice of aspect in Russian compared to the mechanism in Czech?

An aspectual competition can very well be seen in iterativity. In Russian it is obligatory to use the ipf aspect for iterated situations, especially for past tense[1]. Exceptions are possible in very restricted and marked functions. In iterated situations two levels of perspective are relevant for aspect choice. At the level of the *micro situation* the structure of the single event (process or state) determines the choice of aspect. At the level of the *macro situation* an open thread of repetitions triggers the aspect (irrespective of structure of the single *micro situation*). Iterative adverbial quantifiers may play an important role in the choice of aspect. They help to classify iterated situations in *micro* or *macro situation*.

Corpus investigation in the Czech National Corpus leads to the conclusion that "count" quantifiers, which refer to closed iteration, strongly prefer pf aspect in past tense with event lexemes. The focus lies on the micro situation. Corpus investigation in the Russian National Corpus yields a significant higher frequency of pf aspect with "count" quantifiers than with other adverbial quantifiers. In addition, it seems to depend on the word order, whether pf or ipf aspect is chosen. This result demands much more intensive investigation.

Using a reaction time experiment[2] the correlation between word order ("count" quantifier before or after the verb) and aspect choice is analyzed. In the randomized RT-experiment native speakers in Russian completed verb-gap clauses in which they were asked to choose the aspect that they would prefer. In sentences (1), where the "count" quantifier is before the verb, they prefer ipf aspect (66%). The median RT for the answer is here nearly identical for both aspects. In sentences (2), where the "count" quantifier is after the verb, they prefer pf aspect (66%). The median RT for pf aspect in this second case is twice as high as for ipf aspect. Comparing the median RT of (1) and (2) it is significant, that the choice of ipf aspect in (2) is only half as long as in (1). This leads to the assumption that even if pf aspect is preferred in (2), the native speakers deliberate about whether to focus the repetition of each event, or to understand (2) as a sum of identical events. Even if (2) is understood as a sum of identical events, the native speakers need more contemplation to answer. This conclusion can serve as a basis to further investigation on performativity, and may explain, why in the case of several performative verbs there is a competition of aspect even in present tense.

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Lehmann, V. (1999): Aspekt. In: Jachnow, H. (Hrsg.): *Handbuch der sprachwissenschaftlichen Russistik und ihrer Grenzdisziplinen*. Wiesbaden, p. 214-242.

**Laura Gavioli, Laura Gavioli, & Claudio Baraldi**

***Patient-centredness and the interpreter coordinating activity in healthcare interaction***

[contribution to the panel *Exploring participants' orientation in interpreter-mediated interaction*, organized by Gavioli Laura]

The activity of interpreting in doctor-patient interaction is one of the solutions adopted by increasingly multilingual European institutions to allow contact between speakers of different languages.

Interpreting can facilitate understanding in multilingual interaction by giving doctors and patients access to what the other(s) say, a task whose complexity is increasingly acknowledged in the literature (e.g. Davidson 2000, Bolden 2000). Interpreting in the healthcare involves giving the possibility, to the doctors, to ask the patients questions, listen to what they say, explain what should or can be done to heal the patients' illness, and, to the patients, to talk about their problems, deal with their worries or mention their doubts for prescriptions and therapies which they may find not easily acceptable. The literature on doctor-patient interaction (e.g. Heritage and Maynard 2006) has posed the problem of the pragmatic achievement of a type of communication that is "patient-centred", or, in other words, where doctors' supportive and empathic actions encourage patients' active participation and expression of concerns. Patient-centred communication is particularly difficult to achieve when the patients are migrant people of different languages and cultures (e.g. Schouten et al. 2007).

In multilingual, multicultural talk, such as interpreter-mediated interaction in healthcare, patient-centred communication may, on the one hand, pose a further burden on the interpreter who needs to translate in a way that is, in its turn, "patient-centred", on the other, though, the achievement of the involvement of the patients' perspective is often what allows interpreters to clarify possibly different expectations about medical interaction and mediate between them.

In this research, we analyse tape recorded and transcribed data collected in Italian hospital settings with migrant patients from North and West Africa, and China, speaking Arabic, English and Chinese. We take a conversation analytic approach, looking at sequences of actions following a particular initiating action and their pragmatic function in the interaction.

CA studies on doctor-patient interaction have associated patient-centredness to several types of doctors' actions (e.g. particular kinds of questions by doctors or particular uses of feedback channel, see Heritage 2010; Heritage and Robinson 2006, Ruusuvuori 2007). In this presentation, we focus on two types of interpreters' actions which, likewise doctors' actions, seem to be functional to the achievement of patient-centredness in interpreter-mediated interaction: 1. the provision of feedback and 2. the provision of questions. Both actions highlight the interpreter's encouragement of patients' participation facilitating their expression when doubts, worries and fears of illness are told. In contrast with possible expectations about more traditional interpreters' roles, our analysis underlines the importance of interpreter feedback and questions for the migrant patient's involvement in doctor-patient mediated talk and suggests that these actions might be functional to the achievement of translation and cultural mediation under particularly delicate circumstances.

**Cornelia Gerhardt,**

***Participation frameworks in the reception situation: The television as ratified speaker***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

Despite the ubiquity of the television in most societies, the specific forms of talk that accompany watching television have hardly been described. In this paper I will trace the linguistic and other behavior of television viewers. We will see how the role of the television changes, or more precisely how the participants create different participation frameworks in their talk with respect to the television.

The ATTAC-corpus on which the presentation is based consists of video recordings of friends and families watching the men's football World Cup live on television. The television in people's living room has often been assigned a function similar to wallpaper: "unanalysed and unattended background decoration." (Scollon 1998:151) However, in the ATTAC-Corpus, the participants gathered explicitly for the purpose of watching football, and the television holds a central place in their interactions. For this reason, the reception situation is characterized by an 'open state of talk' (Goffman 1981), i.e. the participants do not have to talk, but they can talk.

As far as the role of the television is concerned, different footings or frames are created: for instance in a story-telling frame, the talk by the viewers is not different to that in face-to-face talk-in-interaction in general. It is fully cohesive and there are no links to the media text. However, even though during these passages, a number of 'view signs' (Scollon 1998) mark the participants' general attention to the television text. The 'watchers' (Scollon 1998) face the television and not each other signaling in that way that the television is part of their 'contextual configuration' (Goodwin 2000). Also, their gaze behavior differs fundamentally from conversation in general (Goodwin 80), since the listener is not obliged to search for eye-contact with the speaker in this setting. These 'view signs' are 'embodiments' (Goodwin 2000) of the constant likelihood of a shifting footing to the 'watching football' frame. 'Contextualisation cues' (Gumperz 1982) such as interjections or rise in volume mark these shifts.

Within 'watching football', on the other hand, the viewers' talk is only coherent with reference to the media text which is understood here as encompassing both talk and pictures. A number of cohesive ties link the interpersonal interactions to the media text. For instance, third person pronouns or the definite article can be used both intertextually (by referring to a person already mentioned on TV) or multimodally (by referring to someone visible on the screen). Also, interlocutors may construct coherence interactionally through sequentiality (Schegloff 1990). They backchannel to utterances on television or they construct adjacency pairs together with

the commentators, for instance when answering questions put forth on television. Also, the television is granted turn rights so that the viewers leave gaps in their interaction to accommodate the language from the television. In these intense moments, the television is turned into the ratified speaker in the participation framework of the viewers' talk.

**Anastasia Giannakidou,**

***Nonveridicality, existence, and perspective: Mood choice in relative clauses***

[contribution to the panel *Nonveridicality, evaluation and coherence relations*, organized by Taboada Maite]

**Main idea** . Non-veridicality has been implicated in a number of phenomena in language, most prominently in mood choice, negative polarity, free choice (Giannakidou 1998, 1999, 2001; Zwarts 1995; Bernardi 2002). At the same time, it has also been argued that the property of non-existence regulates polarity in Chinese (Lin 1996). In this talk, I will address the connection between nonveridicality and (non)existence in Greek, as it manifests itself in the domain of mood choice in relative clauses. I will propose that existence can be derived from truth: if the truth of a sentence is not guaranteed in a doxastic model (set of worlds), existence of the event participants will likewise be suspended in that model.

**(Non)veridicality and subjective truth assessment** . The intuitive idea behind veridicality and nonveridicality is this: a linguistic item L is veridical if it expresses certainty about, or commitment to, the truth of a sentence; and L is nonveridical if it doesn't express such certainty. The notion of certainty and uncertainty that I employ here is one of epistemic assessment, and epistemic assessment itself relies on an *individual* assessing whether the proposition denoted by a sentence is true or false. This individual is the *individual anchor* (Farkas 1992, Giannakidou 1998, 1999), and I made the assumption that *every sentence* , embedded or not, is true or false with respect to an individual. It is clear from this set up that I am taking a *subjective* stance on the task of truth assessment (see also Harris and Potts 2010 for a similar perspective). An unembedded sentence will be assessed as true or false with respect to the speaker. With propositional attitudes we have two possible individual anchors for truth assessment: the speaker, as in the unembedded sentence, and the attitude subject; and the complement sentence may be true or false depending on whose perspective we take.

**Mood choice in relative clauses** . Subjunctive *na* in also appears in relative clauses (see Veloudis 1983/84 for the initial observation), when these are in the scope of subjunctive taking verbs and negation. This use of the subjunctive in relative clauses is found in Romance too and Russian (Borchev et al. 2007, Partee 2008).

I will propose that the choice of subjunctive relies on the speaker's perspective, where the veridicality condition is not met. Truth is not guaranteed in all the worlds in the model. This will also suspend existence in the model: it is not certain that there will be a value for the indefinite in each world, and this licenses the use of subjunctive in these cases.

**Jonathan Ginzburg,**

***Making the unofficial official: Unifying illocutionary and metacommunicative interaction***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

There is a long and highly fruitful tradition of doing semantics going back to Frege. In a sentence, this is *semantics as characterizing successful communication*. Since it abstracts away from individual differences and from the communicative process, one might dub it Communitarian Semantics. As I will discuss in this talk, a conversation oriented semantics cannot restrict itself in this way. As emphasized by Conversation Analysis and much subsequent psycholinguistic work, etacommunicative acts such as acknowledgements of understanding and clarification requests are coherent and ubiquitous. Moreover, there is evidence from computational simulations (see e.g. Macura, 2007) that a meta-communicative component in interaction is not some incidental add-on but rather plays a vital role in maintaining a language from irretrievably diverging Tower of Babel style across its speakers.

Thus, a concrete task for a conversation oriented theory of meaning is to explicate the range of possible clarification requests that can occur following uses of a given utterance type:

(1) A: Did Bokowtow?

B: Bo? / Your cousin? / Did WHO kowtow? / Bo Jackson or Bo Didly? / kowtow? / What do you mean "kowtow"? Why?

In order to do this---and a variety of new semantic tasks involving conversation---I will argue that Communitarian Semantics needs to be supplanted by the far more general *Interactive Stance* (Ginzburg, 2011). The Interactive Stance involves integrating the communicative process within semantics and places importance on explicating the potential for misunderstanding, rejection, and correction, as well as success. I will sketch the ramifications for semantic theory which this necessitates including the relativization of context to individual participants, the shift from semantically oriented content to utterance token/type pairs as the units which update contexts, and the adoption of a strengthened notion of compositionality (the *Reprise Content*

*Hypothesis*).

As a final application, I will show how this perspective lends itself to a simple account of disfluencies (Ginzburg, Fernández, and Schlangen, 2007), an account that views these as meaning-bearing elements, rather than eliminable noise.

Jonathan Ginzburg 2011 *The Interactive Stance: Meaning for Conversation*, Oxford University Press, Oxford

Jonathan Ginzburg and Raquel Fernandez and David Schlangen 2007 'Unifying Self- and Other- Repair'. In: Proceedings of Decalog 2007, Rovereto.

Zoran Macura, 2007 *Metacommunication and Lexical Acquisition in a Primitive Foraging Environment*. PhD Dissertation, King's College, London.

**Rachel Giora,**

***Negation - a marker inducing figurativity as a default interpretation***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

In 4 experiments we show that negation is an instruction from a speaker to an addressee to derive a nonliteral interpretation as a default strategy. For nonliteralness to be a default interpretation, it has to be derived under certain circumstances:

(a) Constituents (words, phrases, utterances) have to be **unfamiliar** so that salient/coded nonliteral meanings of expressions and collocations (e.g., the coded nonliteral meanings of familiar idiomatic, metaphoric, ironic, or any formulaic expression, see Giora 2003), prefabs (Erman & Warren 2001), or conventionalized, ritualistic, situation bound utterances, such that occur in standardized communicative situations, (Kecskés 1999, 2000) should be excluded;

(b) **Semantic anomaly** (known to trigger metaphoricity, see e.g., Beardsley 1958) or "some kind of internal incongruity, some opposition between two elements of the phrase itself" (known to trigger an ironic reading, see Partington 2010) should not be involved so that both literal and nonliteral interpretations would be permissible;

(c) Specific and informative **contextual information** should not be involved so that pragmatic incongruity - a breach of pragmatic maxims or contextual misfit (e.g., Grice 1975) - on the one hand, and supportive biasing information, on the other, may not invite a nonliteral interpretation (e.g., Gibbs 1994, 2002; Katz 2009; Katz, Blasko, & Kazmerski 2004); and

(d) To avoid conventionality, negative items should not be Negative Polarity Items but should have an **acceptable affirmative counterpart**.

To test the claim that some **negative** utterances are interpreted nonliterally by default, one has to show that

(a) they are rated as nonliteral compared to their affirmative counterparts when presented in isolation; and that

(b) they are read faster when embedded in a context biasing their interpretation toward the nonliteral than toward the literal interpretation.

In Giora, Fein, Ganzi, Alkeslassy-Levi and Sabah (2005), negated top-of-the-scale concepts (1) were rated as more ironic than their affirmative counterparts (2) when presented in isolation (for similar observations see Horn, 1989; Ward, 1983):

(1) He is **not** exceptionally bright.

(2) He is exceptionally bright.

In Giora, Fein, Metuki, & Stern (2010), unfamiliar negative items of the form 'X is not Y' (3) were rated as more metaphorical compared to their affirmative version when presented in isolation (4):

(3) This is **not** Memorial Day.

(4) This is Memorial Day.

The stimuli in the experiments reported here meet the 4 requirements for a default interpretation posited above. They further include constructions such as 'X s/he/they is/are not' and 'X is not her/his/their forte' and their affirmative counterparts:

(5) Bright he is **not**.

(6) Bright he is.

(7) Sensitivity is **not** his forte.

(8) Sensitivity is his forte.

Our results show that the **negative** utterances (1, 3, 5, 7) tend to be interpreted nonliterally - either metaphorically or ironically - compared to their affirmative counterparts which tend to be interpreted literally. Furthermore, they are read faster when embedded in contexts inviting their nonliteral interpretation than when embedded in contexts inviting their literal interpretation. Despite being embedded in contexts similarly supportive of their literal and nonliteral interpretation, nonliteral interpretations are derived faster. Such findings support the view that negation induces figurativity as a default interpretation.

**Elisa Gironzetti, Xose A. Padilla**

***¿Chiste o mentira? Una propuesta neogriega aplicada al análisis de las viñetas cómicas***

***periodísticas***

[contribution to the panel *Pragmática Social: Ironía y Humor*, organized by Alvarado Belén]

La comunicación que aquí presentamos quiere ser -aunque sólo en parte- una contribución a lo que Attardo (1994) reconoció como posibles nuevas vías de investigación del humor: (a) describir qué tipo de mecanismos inferenciales intervienen en el humor y (b) establecer qué relación tiene el humor con otros modos de comunicación como, por ejemplo, las mentiras. Las mentiras incumplen el prerrequisito de cualidad; el humor no supone una ruptura completa de este principio, pero sí una forma de sortearlo de forma inesperada y/o sorprendente. Además de distinguir el comportamiento diferente de estos dos modos de comunicación, con este trabajo queremos trazar los posibles límites pragmáticos entre el humor y otros fenómenos cercanos como la ironía; y, para ello, diferenciaremos dos tipos de mensajes dentro de los chistes: (a) el contenido gracioso y (b) el mensaje serio, escondido tras la burla.

Para llevar a cabo nuestros propósitos, hemos analizado un corpus de 200 viñetas cómicas periodísticas (100 españolas y 100 italianas) aparecidas en la prensa escrita entre los años 2008 y 2010. Todas ellas tienen en común tratar temas de actualidad, relacionados, principalmente, con la política, la economía, o asuntos internos de cada uno de los dos países.

Nuestro trabajo se inscribe en las investigaciones generales que el grupo GRIALE (Universidad de Alicante) está llevando a cabo sobre la ironía y el humor, tomando como punto de partida la perspectiva neogriciana (véase Ruiz y Padilla, 2009).

Attardo, S. (2001): *Humorous text: a semantic and pragmatic analysis*. Berlin-NewYork: Mouton de Gruyter.

Attardo, S. (1994): *Linguistic theories of humor*. Berlin – New York: Mouton de Gruyter.

Attardo, S. y Raskin, V. (1991): “Script Theory Revis(it)ed: Joke similarity and joke representation model.”. *Humor: International Journal of Humor Research* 4 (1991).

Attardo, S. (1993): “Violation of Conversational Maxims and Cooperation: the Case of Jokes.” *Journal of Pragmatics* 19 (1993).

Levinson, S. (2000): *Significados presumibles. La teoría de la implicatura conversacional generalizada*. Madrid: Gredos, 2000.

**Anna Gladkova,*****The hidden rules of interaction: Social categories and cultural scripts in Russian***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

The paper explores the effect of social categories on interaction drawing on examples from Russian.

Russian styles of interaction are often characterised as polar. It is noted that, generally, one’s close people are treated with warmth and overt display of emotions, while strangers are treated with reservation and lack of emotions. Yet, it is also known that ice can break unexpectedly and ‘outsiders’ get warm and genuine treatment similar to ‘insiders’. The underlying reasons explaining where the distinction between these styles lies and when the change between them occurs often remain a mystery for cultural outsiders (e.g., Richmond 2003, Pesmen 2000, Larina 2009). Such instances of miscommunication can be explained by the speakers’ mismatch in cultural expectations at track 2 (Clark 1996).

This paper argues that conceptualisation of social categories plays an important role in how communication develops. Dominating Russian styles of interaction are consistent with the polarity of social categories such as ‘svoi’ (our/similar people), ‘nashi’ (our people), ‘rodnye’ (kin), ‘blizkie’ (close people), on the one hand, and ‘chuzhie’ (distant people) and ‘postoronnie’ (outsiders), on the other hand. The paper proposes cultural scripts (that is, cultural norms consistent with linguistic data and worded in universal human concepts), which spell out Russian norms of interaction dependent on these social categories. The paper demonstrates that social categories affect ways of interaction relating to emotion display, telling the truth, performing obligatory actions, and ways of talking altogether. The study relies on data from the Russian National Corpus (170 mln. words).

The paper adopts the cultural scripts approach which asserts that there exist cultural patterns (or ways of thinking) that influence interaction and communication (Wierzbicka 2003[1991]; Goddard and Wierzbicka 2004). These patterns represent implicit knowledge which is shared by speakers of a language and which often remains hidden from the speakers themselves. These patterns are believed to be ‘hidden’ or ‘implicit’ in communication and can be identified only on the basis of a detailed semantic analysis of the relevant situations of interaction. The theory also maintains that these patterns can be formulated as cultural scripts using universal human concepts as they are identified in the Natural Semantic Metalanguage (Goddard and Wierzbicka eds. 2002). The use of universal concepts allows for these rules to be translatable into any language. At the same time these rules represent an ‘insider’s’ perspective on communication. Cultural scripts are shown to exist at various levels of communication and to relate to emotion expression and display, speech acts, conversational routines, among others.

**Aleksandra Gnach, Daniel Perrin**

### ***Realist social theory in the research of newswriting***

[contribution to the panel *More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices*, organized by Perrin Daniel]

What people do influences the world, and the world influences what people do. On the one hand, an influential headline might slightly change the way a language is used by a certain community, on the other hand, writing for the media in order to be understood means respecting a language's existing structure. This interplay of agency and structure through social practices is what most integrative social theories explain. In doing so, Realist Social Theory (RST) – more than any other integrative social theory – focuses on the different natures of agency and structure: on their distinct properties and powers ( Sealey & Carter, 2004 , 16).

RST separates four “domains” ( Layder, 1998 ), four layers of the social world: Psychobiography consists of the individual's mentally represented physical, emotional, and cognitive experiences. Situated activity means what people do in context, for example, writing news or interact with peers. Social settings are the social contexts of human agency, such as editorial rooms with their routinized practices of researching, conferencing, and, newswriting. On the most macro level, the domain of contextual resources comprises the cultural capital available to a particular group of people at a particular place and time, such as democracy in an increasingly mediatized and globalized world..

In our presentation, we will apply this theoretical framework to investigate newswriting as a situated activity which interacts with technological, organizational, political, and societal environments. We will draw on data from the large Swiss national research project “Idée suisse” ( Perrin & Gnach, 2008 ). In this project, micro and macro analysis were combined to investigate how the Swiss public broadcaster, torn between market forces and media politics, can and wants to fulfill its public mandate, which is to promoting public understanding among linguistic regions and social groups such as rural and urban, young and old, and poor and rich. Taking the example of collaboration between journalists and cutter ( Perrin, 2010 accepted ), we will show how RST can contribute to explaining the social significance of linguistic micro-development in the newsroom.

Layder, Derek (1998). The reality of social domains: Implications for theory and method. In Tim May & Malcolm Williams (Eds.), *Knowing the Social World* (pp. 86–102). Buckingham: Open University Press.

Perrin, Daniel (2010 accepted). “There are two different stories to tell here”. TV journalists' collaborative text-picture production strategies. *Journal of Pragmatics*.

Perrin, Daniel, & Gnach, Aleksandra (2008). Dire et faire. Analyse des relations entre normes et pratiques de la langue au sein d'une société publique de radiotélévision multilingue: le cas de SSR idée suisse. *Bulletin vals-asla*, 87, 55-71.

Sealey, Alison, & Carter, Bob (2004). *Applied linguistics as social science*. London et al.: Continuum.

### **Ruth Goldstein,**

#### ***Border(land)s of (un)spoken violence, subjectivity and subjection: The circulation of words and women along and at the end of Latin's America's Inter-Oceanic Road***

[contribution to the panel *The violence of words*, organized by Silva Daniel]

Latin America's Inter-Oceanic Road runs some 4600 kilometers from Lima, Peru to Sao Paulo, Brazil. The road stands as Latin America's newest and longest, a transnational development project involving Brazil, Peru, Bolivia, and its main sponsor, China. The road transforms the social, political, and economic landscape—cutting through indigenous land in the Peruvian Andes, the Peruvian, Brazilian, and Bolivian Amazon—as well as the analytical and linguistic terrain upon which international governing bodies construct and maintain human rights laws. Among the many people and things traveling along the road are women destined for the sex-trade. The evolving discourse on the human rights of trafficked persons includes as it excludes, leaving many women crossing borders and living in the interstices of society in “zones of abandonment” (Biehl 2005). The physical border between Peru and Brazil artificially divides families, linguistic groups, and communities with shared cultural perspectives from one another. The invisible borders of linguistic and cultural difference on the streets of Rio de Janeiro among sex-workers draw deeper and more physical boundaries among people. Border zones—whether at the physical border between countries or within one community are often violent. The zones where violence interrupts identity and experience can be termed “zones of nonbeing” (Fanon 1969) or a “domain of abjected bodies” (Butler 2003). Here violence divides but also connects and creates. These are spaces of disruption and upheaval that, paradoxically, also present the possibility of resignification for an individual or for a group's identity.

This paper is grounded in ethnographic fieldwork both on the Peruvian/Brazilian border in the Amazon and the linguistic and cultural borders among sex-workers on the streets of Rio de Janeiro and theoretically in scholarship on circulation, subjectivity, and violence with a close look both at “how words hurt” as well as words that go unspoken also have the power to cause harm. The theoretical framework of this paper entails a melding of a “cartography of communicability” (Briggs 2007) and of a “communicable cartography” (Das 2000) in conversation with Walter Mignolo's development of “border thinking” and his development of the “coloniality of power.” Mignolo sees Western values as having been “woven together to produce the linguistic maps, the historical geographies, and the cultural landscapes of the modern / colonial world system” (Mignolo

2000) that create boundaries of difference between people. This paper also asks how the scholar can (seek to) represent in words the violence enacted. As “violence is imbricated with representations of it” (Briggs 2007) so too are those who produce the narratives: the victims of violence, their families, their local communities, the government, non-governmental organizations, the media, and of course, the anthropologist.

**Mary Good,**

***“HOLLA MAI! TONGAN FOAH LIFE!” Transnational Citizenship, Youth Style, and Mediated Interaction through Online Social Networking Communities***

[contribution to the panel *Figuring Citizenship: Children & Youth’s Communicative Practices and the Cultural Politics of Citizenship*, organized by Reynolds Jennifer F.]

Online social networking communities seem to be ideal proving grounds for engaging with transnational identity and citizenship, as they exemplify Mahler and Pessar’s definition of “transnational social spaces—spaces that are anchored in, but extend beyond, the borders of any one nation-state” (2001: 441). For youth living within the island nation of Tonga or in diasporic enclaves in New Zealand, Australia, and the U.S., online social networking websites like [www.bebo.com](http://www.bebo.com) (known simply as “bebo”) represent exciting and challenging new ways to communicate with friends and relatives, represent themselves to others, and foster interpersonal relationships through a new form of mediated interaction.

Transnational movements and relationships are quite familiar to Tongans. However, while Tongan nationals, circular migrants, and permanent immigrants to other countries have always been in sporadic communication with each other since increases in international travel from Tonga began in the late 1960s, online social networking websites present forums for more rapid and direct interaction that, intriguingly, can be—and often is—situated within a more openly “public” frame where participants other than the primary addressee are passively invited to “overhear” the interaction, initiate participation if they wish, and perhaps even share the communicated messages with others in their own networks. Perhaps most importantly for this research, online social networking has been most enthusiastically adopted by Tongan youth, who previously had more limited access to communication with their friends and relatives in other parts of their own country and overseas. Within a relatively short time period, youth have acquired the ability to foster and maintain relationships with a greatly-expanded range of social actors; this new and broader social stage has also allowed for reflexive consideration by Tongan youths about their relative “places,” in terms of both physical locations and social contexts.

This research examines how youth create, interpret, and engage with ideas of transnational identity and citizenship through mediated face-to-face interaction taking place in the online social networks of bebo. Being and “doing being” Tongan are critical to identity within the nation and abroad, and bebo shows the ways youth invest in and critically examine this aspect of their lives, whether they in fact move through the transnational circuit or only imagine themselves doing so. Beginning with the profile pages of a few key research participants geographically situated on the island of ‘Eua, in Tonga, and branching out through their interwoven networks of online contacts, I investigate the resources youth utilize to construct multi-layered identities reflecting their senses of gendered, age-specific transnational citizenship and belonging. Youth have access to and draw upon a wide range of polysemiotic devices to reflect their stances towards transnational ties, including language, photos and represented styles of clothing and hair, music, slogans, and “skins,” or background styles for their profiles. Moreover, they use both Tongan and English, as well as a variety of registers and styles in each code, to index their gendered and age-based identities in relation to both their “home” and their “country.” This research provides insight into the ways these linguistic codes and styles as well as other resources work to constitute particular means of “doing citizenship” in ways that are unique to Tongan youth situated in both online and “real world” social networks.

**Eva-Maria Graf,**

***Narratives of illness and emotional distress in executive coaching: Forms and functions***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

Despite its massive proliferation as a key measure in human resource development, executive coaching suffers from an ill-defined professional status. In its current practice, coaching has many conceptual and professional roots such as social psychology, learning theory, theories of human and organizational development and applies a great variety of interventions, often originating in psychotherapy and management theory (Hudson 1999; Bachkirova et al. 2010; Peltier 2010). A major concern in the coaching practice literature is thus to demarcate boundaries with surrounding formats, especially with psychotherapy and to claim the status of a proper professional format.

Whereas psychotherapy focuses on clients’ emotional healing through communicative practices such as ‘self-disclosure’ and ‘communication of emotions’ (Pawelczyk 2010), the entrepreneurial and business-centered character of coaching implies a concentration on client’s professional and career-oriented concerns such as achieving peak performance or preparing for the executive level. Yet, a look at authentic executive coaching data

reveals that clients' narratives of illness and emotional distress are a central thematic element alongside business-oriented concerns.

Given that the co-construction of such narratives represents a communicative task that executive coaching then shares with psychotherapy, these findings raise the question where and how coaching truly differs from psychotherapeutic talk., i.e. whether coaching indeed represents a proper discourse type. It is hypothesized that such narratives are systematically employed by coaches to enhance clients' understanding of their business-related issues and thus to promote change. A detailed discourse analysis of two coaching processes exemplifies how professional coaches succeed in exploiting clients' experiences of illness and emotional distress for their coaching-specific business goals.

To truly understand whether and how coaching contrasts with surrounding helping professions, a qualitative process-oriented analysis of authentic coaching data is needed (Graf, in prep.). Such research perspective allows assessing the specific function of the communicative task 'co-constructing narratives of illness and emotional distress' in the specific interaction type under scrutiny. Following Linde's (2001: 518) claim that "...institutional constraints have a strong shaping effect on the narratives told within them, and reciprocally, narratives have a strong part in the creation and reproduction of institutions", we can hypothesize that the particular communicative management of these narratives represents an endemic discursive characteristic of coaching that allows to set it apart from psychotherapy.

**Gitte Gravengaard,**

***Analysing professional practitioners' linguistic practice***

[contribution to the panel *More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices*, organized by Perrin Daniel]

In order to shed light on journalists' knowledge about their routinised professional practice and their understanding of this practice, we need to develop a transdisciplinary theoretical and methodological framework. The point of departure for this paper and the research behind it is media sociology, more specifically the study of *the sociological organization of news work* (Schudson 1989). Media sociology is informed by *theories of profession*, conceptualizing journalists as *reflective practitioners* (Schön 1983), who have acquired a large amount of implicit knowledge closely attached to everyday practice. These theories perceive journalists as *intuitive experts* (Dreyfus & Dreyfus 1986), whose *tacit expert knowledge* (Polany 1958, 1983) is difficult to express. Furthermore I combine media sociology and theories of profession with linguistics, in particular *metaphor theory* and *discourse analysis*, in order to perform micro level analyses of journalists' actual everyday conversations in the routinised (Giddens 1984) practice in the newsroom.

Linguistic theories and methods facilitate the study of the routinized *linguistic practice* which is a very important part of the professionals' everyday practice as professional practice and *professional identity* (Wackerhausen 2004) to a large extent are linguistically created. Therefore, by analysing professionals' linguistic practice at a micro level it becomes possible to analyse how knowledge and self understanding are expressed in the actual communication and reflection "in" and "on" practice (Schön 1983) in a specific professional and institutional culture, in a *community of practice* (Lave & Wenger 1991; Wenger 1998).

An example of this transdisciplinary framework is given with a research project aimed at describing journalists' self understanding and conceptualization of news production and their own role in this process.

This study draws on Lakoff & Johnson's (1980) cognitive theory on metaphors *we live by*. It also draws on general insights from *discourse analysis* (Laclau & Mouffe 1985; Fairclough 1992; Jørgensen & Phillips 1999; Wetherell et al. 2001) as to how language is a social action that constitutes knowledge, social identities and social relations.

By using the anthropological methods of participant observation and interview, and analysing these data linguistically as texts, this research project demonstrates that journalists do *not* conceptualize news work only as selection, as previous research has claimed. Instead the journalists' use of different groups of everyday metaphors indicate a very complex conceptualisation of news work and a nuanced self understanding. Thus this transdisciplinary research and in particular the linguistic analyses makes it possible to challenge and add nuance to previous research.

The study also creates the opportunity for transforming an important part of the journalists' practical consciousness into a discursive consciousness (Giddens 1984) and thereby making explicit a large part of the knowledge that is normally tacit and taken for granted in the routinised practice in the newsroom.

The conclusions from this research are beneficial for both media researchers and professional practitioners as the results enhance our knowledge of practice and journalistic self understanding, thus providing a basis for reflection and discussion in both these groups. This is why this transdisciplinary framework is also to a large extent applicable to other research projects focusing on other types of professions and professionals.

**Tim Greer,**

***Socially-accomplishing awe in a second language***

[contribution to the panel *Constructing Emotion in Multilingual Talk*, organized by Prior Matthew]

Based on a collection of cases taken from 12 hours of video-recorded interaction, this study examines some of the ways that Japanese novice L2 speakers of English employ prosodic variations of the information receipt particle “oh” to socially accomplish awe in L2 interaction.

“Oh” has been widely recognized in Conversation Analysis as a change-of-state token (Heritage, 1984), which speakers use to make an interactional claim to epistemic readjustment, or as Schegloff (2007) puts it, going from “non-knowing” to “now-knowing” (p. 118). However, in addition to marking such changes in knowledge states, it was noticed that the Japanese participants in the current data set also occasionally produced “oh” in ways that make public the speaker’s affective state with regard to the informing turn. Specifically, an “oh” response that is delivered as “ogh” or “uogh” or “worgh”, was taken by recipients to be conveying “surprise” or “awe”. Like surprised receipts found in L1 English use (Local, 1996; Selting, 1996), these “awed receipts” were frequently delivered with increased pitch, yet their vowel quality and sequential placement identified them as Japanese (L1) artifacts.

In Japanese, the change-of-state token is usually expressed with “a” (Ikeda, 2007), whereas “ogh” and its variants are more akin to the sort of reaction tokens used to express surprise (see Wilkinson & Kitzinger, 2006). Through a fine-grained sequential analysis, the current study seeks to emically account for the way these participants use “oh” in their L2 English, demonstrating that they view it not simply as a change-of-state token, but as a means of “doing being awed”. The presenter will outline several interactional loci, including free-standing ogh, onset-delayed ogh, ogh-prefaced assessments and multiple oghs, all of which work to make public the speaker’s emotional stance toward some aspect of the prior talk.

Since these awed-receipts are fundamentally an element of the speakers’ first-language, they may seem inappropriate to some monolingual speakers; however, the novice speakers of English in the data set to be examined do not treat them as marked in anyway, which raises pedagogical questions of whether or not teachers need to point out such displays of emotion, or indeed whether or not such reactions are teachable. The author’s position is that such reactive displays of emotion performed in L1 are usually inferable within their sequential context, and therefore constitute a point at which the two languages can comprehensibly meld, allowing L2 speakers to retain some of their linguistic and cultural identities while moving toward a multilingual mode of communication.

**Carmen Gregori-Signes,**

***Gender and humour in fictional discourse: 3rd Rock from the Sun***

[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

In judging gender representations in the American TV sitcom *3<sup>rd</sup> Rock from the Sun* Gregori (2006:727) argues that “representations are often manipulated, exaggerated or distorted, with the purpose, among others, of making us laugh” (cf. Chandler 2006). In the TV series *3<sup>rd</sup> Rock from the Sun*, a team of aliens- trapped in the bodies of three men and a woman- land on Earth with the purpose of observing human beings in the interest of science. Judging from their conversation, the aliens world is asexual, thus one of their main problems is how to deal with manhood and womanhood, especially womanhood, the object of study in this talk. In *Third Rock from the Sun*, one of the main premises is that women and men are different and that acting as a woman is especially difficult and complicated.

In the series, Sally is humourously portrayed as acting inappropriately (i.e. unlike women) and lacking socio-pragmatic competence (i.e., she is often impolite, too direct and interprets everything in its literal way). This is indicated to the audience in two different ways: indirectly through laughter and other non-verbal means (e.g. the other character’s reactions); and directly through overt verbal evaluations and reactions to Sally’s verbal and non-verbal behavior (cf. Eggins and Slade 1997). In turn, Sally’s conduct is judged as being right or wrong in relation to an ideal model that the aliens memorised before coming to Earth and to which Sally will try to adjust to. The clash between this ideal model and reality (e.g. the other female humans in the series do not seem to fit such a model) is one of the key humorous devices of the series.

This article analyses examples in which the aliens assess femininity and womanhood for humorous purposes. Across many theories of humour, it is accepted that humour can provide some form of tension release but also facilitates a reinterpretation of a given situation or event (Koestler, 1964; Martin & Lefcourt, 1983 in Moran and Massan 1999, Gregori 2006:727). Underlying the analysis is the intention to prove how a humorous interpretation of Sally’s socio-pragmatic incompetence in her intent to “be a woman” may prompt the audience to enact different conceptual representations of womanhood and gender-biased behaviour. To carry out the analysis, I adopt an eclectic approach drawing from the insights of pragmatics and gender related humour studies (Kotthoff 2006:6) in order to discover the characteristics of their mental model of womanhood which the aliens employ to decide what is to be expected from a woman in nowadays society.

**Eleni Gregoromichelaki, Ruth Kempson**

### ***The Official and Unofficial Business of Conversation***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

In this talk we suggest that the traditional bifurcations –language use vs. language structure, competence vs. performance, grammatical vs. psycholinguistic/pragmatic modes of explanation are all based on an arbitrary and ultimately mistaken dichotomy of phenomena, one that obscures their unitary nature because it insists on a view of grammar that ignores essential features of NL processing. A number of researchers have recently pointed out that a range of metacommunicative acts (in track 2) running in parallel with the communicative acts (in track 1) have to be characterised as part of the grammar itself (e.g. Purver 2006; Fernandez 2006; Ginzburg forthcoming; Gregoromichelaki et al forthcoming). As a response to such considerations, grammatical models have recently begun to appear that reflect aspects of performance to varying degrees (Hawkins 2004; Phillips 1996; Lombardo and Sturt 2002; Ginzburg and Cooper 2004; Kempson et al. 2001, Cann et al. 2005). One such model, Dynamic Syntax (DS), has the distinctive characteristic of taking a fundamental feature of real-time processing – the concept of underspecification and incremental goal-directed update – as the basis for grammar formulation. This simple shift of perspective has enabled the modelling of core syntactic phenomena as well as phenomena at the syntax-semantics-pragmatics interface in a unified and hence explanatory way. At the heart of this approach is the assumption that grammar constraints are all defined in terms of progressive growth of representations of content, with partial interpretations built more or less on a word-by-word basis (see also Sturt and Crocker 1996). Language production is also argued to be incremental (Levelt 1989; Ferreira 1996) and based on exactly the same mechanisms, hence allowing the interleaving of planning, syntactic structuring of the message and articulation, reflecting the introspective observation that the end of a sentence is not planned when one starts to utter its beginning. In accordance with this, in dialogue, evidence for radical incrementality is provided, not merely by the fact that participants incrementally “ground” each other’s contribution (Allen et al. 2001) through *back-channel* contributions like *yeah*, *mhm*, etc., but also by the fact that people clarify, repair and extend each other’s utterances, even in the middle of an emergent clause:

[Context: Friends of the Earth club meeting]

A: So what is that? Is that er... booklet or something?

B: It’s a book

C: Book

B: Just ... talking about al you know alternative

D: On erm... renewable yeah

B: energy really I think.....

A: Yeah [BNC:D97]

Instead of ignoring such data as beyond the remit of grammars, DS takes the view that joint-construal of meaning in dialogue is fundamentally based on the same mechanisms underlying language structure: since the grammar licenses partial, incrementally constructed structures, speakers can start an utterance without a fully formed intention/plan as to how it will develop relying on feedback from the hearer to shape their utterance (Goodwin 1979) and its construal.

However, this radical shift of the role and nature of NL grammars raises a host of psychological and philosophical issues. The ability of dialogue participants to take on or hand over utterances raises doubts as to the constitutive status of Gricean intention-recognition as a psychological mechanism within human interaction. The view that emerges, instead of relying on mind-reading and metarepresentational mechanisms, entails a reconsideration of ‘signalling’ (or ‘ostensive communication’) in a naturalistic direction and a non-individualistic view on ‘meaning’ (Millikan 1993, 2005). Coordination/alignment/intersubjectivity among dialogue participants relies on low-level mechanisms (Pickering and Garrod 2004; Mills and Gregoromichelaki 2010) like the grammar (appropriately conceived).

### **Helmut Gruber,**

#### ***Genres in political discourse: The case of the parliamentary “inaugural speech” of Austrian chancellors***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

During the last decades, the concept of “genre” has gained central relevance for many areas of discourse studies. And although “genre” has been theorized in many theoretical frameworks (ranging from rhetorical studies to social-semiotic, pragmatic, and activity theory approaches; for overviews see e.g.: Bhatia, 2004; Muntigl & Gruber, 2005), the concept poses some intricate problems in the analysis of political discourse: often, single instances (realizations) of political genres are planned and produced by teams rather than by single producers and the semiotic modes of planning and production do not coincide with the mode of delivery (“written to be spoken” texts); political genres often serve a whole range of (partly contradictory) purposes as they address a variety of audiences; political genres are almost always components of “systems of genres” of different social fields (politics, media etc.), and as a consequence, the contexts of use of political genres are diverse.

The inaugural speech of the Austrian chancellor (the head of the Austrian government) in the Austrian parliament is a case in point: although its delivery is (indirectly) demanded by the Austrian constitution (Welan, 1989), its purpose(s) and its audience(s) are extremely manifold, and its production process is complex and takes place under high time pressure. Additionally, the inaugural speech is a genre which many politicians only deliver once in their (political) lives and hence the opportunities for becoming familiar with the production aspects of the genre (as a “principal”, an “author” and an “animator” in Goffman’s, 1981, sense of the terms) and its conventions are minimal.

In my contribution, I will provide a short overview of current genre theories and then analyze the inaugural speeches of the Austrian chancellors of the last decade, paying special attention to the above problems which political genres in general and the Austrian chancellors’ inaugural speeches in particular pose for the application of genre theories to political discourse. In closing, I will try to generalize my results by discussing how theoretical aspects of genre theories/ models, aspects of specific research questions, and characteristics of the empirical data interact in applied genre theory projects.

Bhatia, Vijay K (2004). *Worlds of Written Discourse*. London: Continuum.

Goffman, Erving (1981): *Forms of Talk*. Oxford: Blackwell.

Muntigl, Peter, & Gruber, Helmut (2005). Introduction: Approaches to Genre. *Folia Linguistica*, XXXIX(1-2), 1-19.

Welan, M. (1989). Regierungserklärungen in Recht und Politik. In M. Gottschlich, O. Panagl, & M. Welan (Hrsg.), *Was die Kanzler sagten: Regierungserklärungen der Zweiten Republik* (S. 69-87). Wien: Böhlau.

**Mathilde Guardiola, Béatrice Priego-Valverde, Brigitte Bigi, & Roxane Bertrand**  
***Other-repetitions in French face-to-face interactions as a device of conversational humor***  
 [contribution to the panel *Understanding varieties and functions of other-repetition in interaction*, organized by Oloff Florence]

This study investigates the discursive phenomenon called “other-repetitions” (OR) defined as the device involving the reproduction by a speaker of what another speaker has just said. Other-repetitions have been identified as an important mechanism in face-to-face conversation through their discursive or communicative functions (Johnstone 1987, Norrick 1987, Tannen 1989 [2007], Perrin 2003, Tannen 2007). Tannen presents 9 functions: participatory listenership, ratifying listenership, humor, savoring, stalling, expanding, participating, evaluating through patterned rhythm, and bounding episodes. We applied this functional typology of other-repetitions to our corpus, and we concentrated on some devices implied more specifically in humorous OR, such as playing on phonetic similarity and lexical choices.

The CID - Corpus of Interactional Data (Bertrand et al. 2008, Blache 2009) is an audio-visual recording of 8 one hour-long conversational French dialogues. It has been annotated at different levels such as phonetics, prosody, morpho-syntax, discourse and gesture. This leads us to request on these different levels. We have carried out an automatic search of OR in the corpus, with the system described in Bigi et al. (2010) and 363 OR were validated by two experts. Other-repetitions have then been classified according to Tannen’s functional typology. For most of the ORs, Tannen’s functions are relevant. However, our data have shown that the humorous function of OR required a more specific analysis.

Humor is inherently interactive: it implies the presence of at least one co-participant and it can be co-constructed by several participants. This notion of co-construction is one of the main criteria to define a conversation (Clark 1996, Couper-Kulén and Selting 1996) in which participants express interest, agreement, and affiliation with each other. A co-construction of a humorous sequence is thus a system of one-upmanship consisting of reacting systematically to the previous word or utterance. Humor can be due to a phonetic similarity, a specific lexical choice, a syntactic form, a semantic content as well as a typical prosodic device and/or a combination of these different levels. By using OR, participants can create such a sequence (Bertrand & Priego-Valverde, in press). Through numerous examples, we will show what types of resources are used by participants. More specifically, we will focus on the notion of prosodic orientation which refers to a “conversational practice in which participants show orientation to the prosodic design of a prior speaker’s turn with respect to pitch, loudness, speech rate, voice quality and sound production” (Szczepek Reed, 2006: 64). In a first part, we will see if and what kind of OR exhibit a prosodic matching. Then we will wonder the role of this prosodic matching: does the repetition by a second speaker of the prosodic pattern used by a first speaker play the same role as (lexical) other-repetitions in constructing a humorous sequence?

**Michèle Guidetti, Asela Reig Alamillo, & Jean-Marc Colletta**  
***Multimodal explanations and pragmatics in 6 and 10 years-old French children***  
 [contribution to the panel *Multimodality, discourse and speech acts: new insights in pragmatics*, organized by Colletta Jean-Marc]

Multimodality refers to the different expressive and nonverbal modalities that allow us to communicate with others: hand and head gestures, facial expressions and gazes all serve to complement and/or nuance the verbal

message. The idea of regarding communicative development as multimodal is relatively new. Technological progress, plus a different way of considering models of child development and adult psychological functioning, has led to the emergence of new research questions and new facts. Among them, even if literature on later multimodal development is scarce, it has shown that this later development is contingent upon the characteristics of the communicative activity in which children engage. As so, co-speech gesture develops with age in the context of a narrative activity and plays a crucial role in discourse cohesion and the framing of verbal utterances. To see if it was the same in an explanatory activity, 84 participants, divided into two age groups (6 years old, 10 years old), were asked to watch a Tom and Jerry cartoon and then to tell the story to the experimenter. As soon as the child had finished telling the story, the explanatory data was collected as follows: the experimenter told the child that he was going to ask him or her some questions, chosen with the aim of collecting four different types of explanation: the formulation of a hypothesis in the first question, a procedural explanation in the second one, reference to the character's beliefs in the third question and a causal explanation in the last one. All narratives and explanations were videotaped, and subsequently transcribed and annotated for language and gesture using *ELAN* software. Linguistic (as clauses, personal pronouns among others) and gestural variables (as type of gesture produced) were analysed.

Results show that contrary to what was expected, age had small effects. Clauses were the same length in the 6 year-old group as in the 10-year-old group. Personal pronouns were produced significantly more in older children. The significantly more frequent use of interactive and performative gestures in the younger group therefore co-occurred with speech acts performing non-narrative functions and signalling either the speaker's attitude towards his or her discourse or his or her interactive relationship with the interlocutor. This developmental change in gesture expression occurred in parallel with children's increasing ability to linguistically produce non-assertive speech acts in their discourses.

Ultimately, this study adds evidence to the intricate relationship between the development of gestural and linguistic abilities from a pragmatic point of view.

**Victoria Guillén-Nieto,**

***Interactional metadiscourse across three types of the expert witness report in Peninsular Spanish***

[contribution to the panel *Interpersonality in written specialised genres*, organized by Gil-Salom Luz]

This paper seeks to analyse interactional metadiscourse, namely stance and authorial presence in a professional genre, the expert witness report (Babitsky and Mangraviti 2002). More specifically, the study focuses on three types of the expert witness report, namely the forensic report, the forensic psychological report and the handwriting expert report in Peninsular Spanish. Drawing on the main premise that forensic language is embedded in socio-cultural and professional practices, this paper hypothesizes that the existence of different forensic disciplines and professional cultures may promote textual variation as to stance and authorial presence in the expert witness report. The study attempts to answer three main research questions: (a) Do the forensic report, the forensic psychological report and the handwriting expert report in Peninsular Spanish conform to similar interactional metadiscourse patterns? (b) If there are differences in terms of interactional metadiscourse patterns, what is their nature? (c) And what is the influencing factor? To answer these research questions, this study examines a corpus of 60 expert witness reports, of which 20 are forensic reports, 20 are forensic psychological reports, and 20 are handwriting expert reports. As for the analytical procedure, firstly each sample of expert witness reports will be examined separately focusing on the absolute and relative frequencies of interactional metadiscourse patterns found in the three samples of texts. Secondly, the data obtained will be compared in order to draw common characteristics between the samples of texts under analysis which could be recognized as typical of the expert witness report genre in Peninsular Spanish. Finally, the three samples of expert witness reports will be contrasted to find any significant textual differences that may confirm the existence of textual variation as a function of the professional writing culture.

Babitsky, Steven, Esq./ Mangraviti, James J., Jr., Esq. (2002): *Writing and defending your expert report*. Falmouth, Massachusetts: SEAK, Inc. Legal and Medical Information Systems.

**Jeanette Gundel,**

***Cognitive Pragmatics, Information Structure, and the Grammar-Pragmatics Interface***

[contribution to the panel *Cognitive pragmatics and its interfaces in linguistics*, organized by Assimakopoulos Stavros]

The term 'information structure' (alternatively, 'information status') has been used to refer to two distinct and logically independent concepts, both having to do with the distribution of given vs. new information. One of these, referential givenness-newness, involves a relation between a linguistic expression and a corresponding non-linguistic entity in the speaker-hearer's mind, the discourse (model), or some real or possible world, depending on the analyst's assumptions about where the referents/interpretations of these linguistic expressions

reside. Some examples of referential givenness concepts include various senses of referentiality and specificity, the familiarity condition on definite descriptions (e.g. Heim 1982), activation and identifiability statuses of Lambrecht (1994), the hearer old/new and discourse old/new statuses of Prince (1992), the levels of accessibility of Ariel (1988), and the cognitive statuses of Gundel, Hedberg, and Zacharski (1993). The other, relational givenness/newness, involves a relation between two complementary parts on the same level of description (semantic, syntactic, and/or pragmatic). Relational givenness/newness has variously been referred to as topic-comment, topic-focus, or theme-rheme.

Both referential and relational givenness/newness concepts have been incorporated completely into the grammar by some researchers, as part of the syntax or the semantics, or as part of a separate information-structural level of description. Both have also been treated as purely pragmatic phenomena, and labeled as such. This paper puts forward distinct and explicit accounts of these two different information structural concepts, arguing that each has properties which are best incorporated into the grammar, but each also has properties that are best derived at the conceptual/intentional interface. With respect to referential givenness/newness, it is proposed that different determiners and pronouns encode different 'cognitive statuses' on an implicational 'Givenness Hierarchy' as part of their lexical meaning, thereby providing procedural information about where and how to mentally access the referent. (Gundel, Hedberg and Zacharski 1993). Gundel (in press). Statuses on the Givenness Hierarchy further interact with general pragmatic principles giving rise to implicatures, such as the typical association of the indefinite article 'a' in English with non-familiarity. With respect to relational givenness/newness, the grammar-maps morphosyntactic and prosodic structures onto conceptual (semantic) topic-focus structures. The latter, in turn, give rise to pragmatic effects, such as the infelicity of non-uniquely identifiable (and therefore also non-familiar and non-definite) topics, at the conceptual intentional interface. This division of labor between the grammar and the (cognitive) pragmatics thus allows a principled account of, and distinction between, purely grammatical (syntactic, lexical, or phonological phenomena) and the pragmatic effects that arise when knowledge of language interacts with other cognitive systems in language use/communication.

**Susanne Günthner,**

***Temporality in Interaction: Und zwar ("namely/in fact")-constructions in everyday German conversations***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

In this presentation I shall examine *und zwar*-("namely/in fact")-constructions in terms of their real-time processing in interaction.

Temporality, which is an essential feature of every communicative action (Hopper 1989, Auer 2000, Günthner/Hopper 2010) has often been neglected in the analysis of grammatical constructions in everyday usage. However, once temporality and the temporal processes of producing and interpreting language in interactions are taken into account, many new questions of language usage and of the interactive emergence of grammatical phenomena arise.

Through the analysis of everyday German interactions, I shall argue that temporality is a prevailing aspect of the formal, functional, and sequential characteristics of *und zwar*-constructions. In using *und zwar*, speakers orient backwards by linking their current utterance to prior ones. At the same time, *und zwar* also functions as a projecting strategy for anticipating upcoming activities. The study of *und zwar*-("namely/in fact")-constructions as they emerge in interaction reveals that *und zwar* is used as a resource in tying following segments back to past (self or other performed) activities, and at the same time, indicating the kind of relationship (i.e. specification, explanation or illustration) between prior and following activity.

Due to their tying force and thus, their joining potential in referring back to prior talk as well as projecting not only "more to come" but also contextualizing "what to expect" (i.e. specification/explanation/illustration of past actions), *und zwar*-("namely/in fact")-constructions are a recognizable pattern used specifically for the management of temporality in discourse.

Auer, Peter (2000): "On line-Syntax." *Sprache und Literatur* 85(31): 43-56.

Günthner, Susanne and Hopper, Paul (2010): "Zeitlichkeit & sprachliche Strukturen: Pseudoclefts im Englischen und Deutschen." *Gesprächsforschung - Online-Zeitschrift zur verbalen Interaktion*. ([www.gespraechsforschung-ozs.de](http://www.gespraechsforschung-ozs.de))(11): 1-28.

Hopper, Paul (1987): *Emergent Grammar*. Berkeley Linguistic Society (ed.): *General Session and Parasession on Grammar and Cognition*, Berkeley. 139-157.

**Pentti Haddington,**

***Action in mobile space: Constructing time and space as social achievement while navigating in cars***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

In this talk I will attempt to respond to the question of how humans understand space and its features around them and use them as resources for producing and understanding verbal and embodied actions. More specifically, I will focus on real-life and real-time navigation in cars and analyze how *movement through space* is reflected in and modifies participants' verbal and embodied actions. This paper draws on the methods used in conversation analysis and multimodal interaction analysis to study how social participants use language, the body (e.g. gestures) and other semiotic resources for producing and understanding social actions (cf. Goodwin 2000). The data come from recordings of social interaction in cars. In this talk I will show examples first, of how during the initiation of navigation episodes, in-car participants rely on particular linguistic features (such as temporal and spatial adverbs) and embodied actions (pointing gestures) for constructing a joint understanding of whether a driving action is required in the visible space (e.g. a junction) or at some non-seeable location. Second, I will show how in-car participants carefully coordinate the timing of actions in interaction space inside the car in relation to the relevant and projectable events and actions in the external mobile space. Finally, I will show how participants, while navigating, coordinate their actions between two different spaces, e.g. a mobile space and an interactional space, by producing their embodied actions (e.g. pointing gestures) so that they reflect the situated demands of the external space as well as the requirements set by the spatial structure and participation framework inside the car.

Goodwin, Charles (2000). Action and embodiment within situated human interaction. *Journal of Pragmatics* 32(10): 1489–1522.

### **Susan Hansen, Don Bysouth**

#### ***“C’mon. Tell us the truth”:* Some features of the police interrogation of child suspects**

[contribution to the panel *Lies and Liars: A Conversation Analytic Approach*, organized by Bilmes Jack]

Children and other ‘vulnerable suspects’ exhibit a higher rate of false confessions than do adult suspects (Candel et al., 2005). Feld (2005) asserts that children may be particularly vulnerable during police interrogations and are more likely to speak indirectly with, and acquiesce more readily to, authority figures during questioning. Following conversation analytic research on interrogation (Edwards, 2006; Haworth, 2006; Heydon, 2005; Ho Shon, 2008; Kidwell and González Martínez, 2010; Komter, 2003; Stokoe, 2009; Stokoe and Edwards, 2008; Watson, 1990) this paper describes some interactional features of the police interrogation of juvenile suspects. The analysis examines how interrogators systematically and strategically exploit sequential structures of talk-in-interaction in order to facilitate desired outcomes – here an admission of having ‘lied’ (and thus an admission of guilt). The structure of the juvenile interrogation, and the devices employed by the interrogators are systematically compared to those more typical of the interrogation of adult suspects. In the juvenile interview extended turns are taken by the officers that discourage the active participation of the suspect. Officers repeatedly avow their own status as ‘truthful’; give extended accounts of the importance of ‘telling the truth’; warnings about the consequences of lying; formulations that imply mitigated responsibility; and endearment-prefaced injunctions to ‘tell the truth’. The data is drawn from a video recording of the police interrogation of an 8-year old murder suspect, transcribed according to Jefferson conventions.

### **Kaori Hata,**

#### ***A dilemma and mismatch between normative consciousness and language use: A case study of interview narratives of Japanese women living in the UK***

[contribution to the panel *Language use in Japanese women’s narratives on marriage, childbirth and childcare*, organized by Hata Kaori]

This study aims to reveal how Japanese women living abroad process their identities as mothers and wives under new socio-cultural expectations. In order to accomplish this purpose, this paper focuses on the language use as a negotiation tool within two aspects of socio-cultural expectations: 1. the expectations from the society as mothers and wives, 2. the expectations to act properly in a scene of face-to-face interaction without threatening the relationship between participants.

Among various aspects of language representations, speech style shift and reported speech will be examined. In this study, speech style shift in the Japanese language, formally defined as a shift of honorific form *desu/masu* and plain form *dearu*, is defined as a distance marker to show the social, attitudinal, cohesive and hierarchical positioning (Ikuta 1983). It functions to create a proper distance between the speaker and receiver to show the speaker’s position fitting in the actual context to avoid threatening their relationship. Reported speech is also a distance marker to declare a certain distance among the speaker, receiver, and content.

In the analysis of the interview narratives talking about their childbirth and childcare experiences with 29 Japanese women living in the UK and the same amount of participants living in Japan, several significant differences have been found. Firstly, the data in the UK show less social norms in their narratives as normative consciousness than the data in Japan. Even if the same questions are set for the interviews in both areas, the women living in the UK rarely represent the socio-cultural expectations from the communities in the UK, while

the women living in Japan clearly show them in the responses to the same questions. Secondly, the speech style shift and reported speech in both data were found equally in each, but there were a few discrepancies. For example, while some of the supportive giving-receiving verbs towards their husbands in the UK data certainly disappeared, the data collected in Japan, however, the usage did not disappear. The disappearance of supportive giving-receiving verbs towards husbands would show the internalised new social norms adapting in the new community.

These facts indicate that the normative consciousness created by Japanese communities would fade in the participants' daily lives in the UK, but the pragmatic rules of proper language use in the face-to-face interaction rarely changed. The mismatch between normative consciousness and pragmatic rules applied to Japanese language use creates a dilemma or ambiguity in their attitudes.

In this presentation, some actual interview data of these phenomena will be exemplified to illustrate the entire picture of their dilemma and ambiguity. Through this paper, you will find a model of how the socio-cultural factors embed to the use of daily language.

**Michael Haugh,**

***Doing speaker meaning in interaction***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

Speaker meaning is classically defined in pragmatics, following Grice's (1957) seminal work, in terms of the speaker's (communicative) intention. The received view is that for a speaker to mean something, he/she must intend that the addressee recognise his/her intention to communicate a particular proposition (what is said/[implicature]/implicature; explicature/implicature), and the addressee must recognise and attribute this intention to communicate to the speaker. The notions of "what is said" (cf. explicature, implicature) and "implicature" are generally treated as forms of speaker meaning, and thus defined in terms of speaker intentions (from a neo-Gricean perspective) or addressee recognition of speaker intentions (from a relevance theoretic perspective). But in communicating, we do not just *mean* things, we also *do* things, as first noted in the work of Austin (1962). Thus, received definitions of what is said/implicature arguably underplay the sense in which they are not only *meant* by speakers (or recognised as *meant* by speakers), but can also be viewed as arising in interaction through the *doing* of saying or implying (and other related meaning-actions). It is through *saying* and *implying*, for instance, that speakers are arguably held accountable for (Garfinkel 1967; Heritage 1984; Sacks 1964[1992]) or committed to (Morency, Oswald and de Saussure 2008) what is said/implicature. In constituting social actions, however, meaning-actions cannot be reduced to *a priori* speaker intentions (or recognition of those intentions), but rather need to be recognised as interactionally achieved interpretations (Arundale 2008, 2010; Arundale and Good 2002; Cooren 2000; Cooren and Sanders 2002; Haugh 2007; Sanders 1987), which are underpinned by contingent, non-summative inferencing, or "emergent intentionality" (Haugh 2008b, 2009). The focus in this paper, then, is on the *doing* of speaker meaning(s) in interaction, and the degree to which speakers can be held accountable or taken to be committed to those meanings. Through an analysis of data drawing from corpora of (Australian) English conversations as well as media reports on public interactions involving disputes about speaker meaning, it is first argued that speakers can be positioned as more or less accountable or committed to meanings depending on whether the speaker is taken to be *saying* or *implying* those particular interpretations. Discursive disputes over the relative degree of speaker accountability for interpretations arise when speakers and addressees bring with them different private sociocultural backgrounds into interaction (Haugh 2008a; Kecskes 2008, 2010). It is then claimed that degrees of speaker accountability/commitment to meanings can be varied through other ways of doing meaning that lie between *saying* and *implying*, namely, *jointly saying* and *not saying*. In the former case, it is suggested that where two (or more) interactants co-construct what is said, the speaker generally holds him/herself accountable for that interpreting, while in the latter case, where two (or more) interactants co-construct an implicature, the degree to which the speaker should hold him/herself accountable for that interpreting is often more open to discursive dispute. This is not to suggest that speakers are always held less accountable for meanings achieved through *implying*, as implicatures cannot always be legitimately cancelled (Burton-Roberts 2006; Jaszczolt 2009). Instead, it is proposed that a richer understanding of speaker meanings, conceptualised here as interpretations which speakers are held accountable for or committed to, may be derived through greater exploration of the ways in which speakers and addressees *do* meanings in interaction.

**Stefan Hauser,**

***Multifactorial parallel text analysis: Methodological considerations and empirical findings on the spatial boundness of massmedia communication between globalization and localization***

[contribution to the panel *Spatial Determinism vs. „Doing Space“? – Theoretical and Empirical Perspectives on the Spatial Boundness of Mass Media Texts between Globalization and Localization*, organized by Luginbühl Martin]

The discourse on the globalization of mass media communication has manifold implications touching upon various conceptions of space. Earlier perceptions of globalization as a process of homogenization of cultures have been widely contested not only theoretically but also empirically. In numerous studies it has become a common assumption that mass media texts are adapted according to different spatial constellations. Traditionally, this process has often been analyzed with a focus on national spaces. This paper aims at investigating these phenomena by analyzing the linguistic processes involved and rethinking the language-space-relationship more accurately using an innovative methodology called “multifactorial parallel text analysis”. In the current research on global media communication the idea of globalization as an increasing communicative connectivity has become an important concept. Along with this increasing connectivity comes a transformation in the spatial organization of social relations and transactions, generating transcontinental or interregional flows and networks of activity. Thus, globalization also leads to different kinds of “blurring” of the relation between culture, language and territory, which is often called “deterritorialization”. This allows new conceptualizations of cultures as “translocal” phenomena. In these more recent studies on global media communication “nation”, “language” and “territory” are influencing factors among others. As an effect of this expanded theoretical perspective spaces above, below and beyond the national/language level have become recognized as relevant. In the proposed methodological setting not only the influence of spatial areas is relevant, but also the complementary effect, i.e. the discursive production and staging of space on a symbolic level. The analysis will concentrate on texts that are published for Switzerland, Germany, Italy and France. This sample structure is based on the idea that the comparison of texts from four different countries and three different languages allows not only to study differences between single language areas and between different nations, but also for differences *within* language areas as well as *within* one nation given that in one country (Switzerland) all three languages involved are being spoken. Thus, multifactorial parallel text analysis is a means to differentiate between several aspects of spatial boundness, including the staging of space.

**Reiko Hayashi,**

***‘Pink Tastes Sweet’ Revisited: Gender Metaphor and English Loanwords***

[contribution to the panel *Femininity and masculinity in Japan: Pragmatic analyses of their representations in discourse*, organized by Takagi Sachiko]

Women’s bodies are often associated to color, shape, taste, and smell of food, plants, objects, and nature as a signifier in metapragmatic practices of making referents accountable. This paper analyzes the semantic components of the referents formulated in discourse to identify what is constructed common among the components and how it is related to what is called ‘gender system’ (Goffman 1979), ‘social semiotics’ (Hodge and Kress 1988), and ‘deep gender’ (Korsmeyer 2004). The paper reports that taste, one of the human senses, is basic to the creation of gender-related expressions and the normative value structure is constituted by a now familiar set of binary oppositions in terms of taste.

Strawberries, pears, rice, radish, leek, laver, sake, and sweets, to list a few, women are metaphorically associated to these foods and the image of women is ‘naturalized’ as an object to be tasted. The practice of establishing the analogous relations is not limited to naming foods like ‘akihime’ (brand name of strawberry) and ‘akitakomachi’ (brand name of rice). The symbolic association systemically occurs across discourses of different genres with a variety of linguistic signs. For example, in (1), which denotes that the readers can display sweetness effectively by wearing a jacket of a baby pink color, a set of English loanwords (English loanwords are underlined) highlights the taste sweet with the color pink. In (2), which denotes that the readers can dress a jacket of strawberry color smartly as sweetness of the color is accentuated with (a) black (item), the taste of the sign *amai* (sweet) is constructed iconic to the taste of strawberry. The individual English loanwords do not signify gender, but their intertextual association creates an analogy that connects food and color with taste and constructs the image of women as a sweet food. Japanese gender distinctions deeply penetrate the use of English loanwords.

(1) bejiipinku o kikase te, suviito na kikonashi ni

(baby pink -o take effect -te sweet -na dress -ni)

(Highlight baby in pink and dress sweetly.)

(2) amai sutoroberii o kuro de kyūto to hikishime te!

(sweet strawberry part.-o black part.-de emphasize /tighten part-te)

(Put the accent on the sweet strawberry color with the black!)

The above analysis encourages us to critically reflect on the Japanese academic discourse that reproduces the stereotypical image of English loanwords. Many past studies on English loanwords have argued in favor of their effect on social change in modern Japan and this view becomes a self-evident fact, giving rise to the mythology of English loanwords to Japanese society that using English loanwords naturalizes new values and behaviors. For example, the quantitative research done by Takashi (1990) claims that no notable gender difference is found in both the frequency of occurrence and rhetorical effects of English loanwords. However, as the above analysis reveals, quantitative research often confounds the gender difference with the biologically given sex difference and fails to locate the existence of the gender biased use of language.

**YunHe,**

***Constructing group identity through politeness strategies in dinner party conversations***

[contribution to the panel *Identity as Resources in Chinese Discourse*, organized by Chen Xinren]

In the Chinese cultural context, dinner parties have been identified as an ideal venue to observe the dynamic ways in which *mianzi* or face is discursively enacted and negotiated in daily interaction (see e.g., Chen 1990). And recent studies (e.g., Spencer-Oatey 2007) show that scholars interested in the field of identity and researchers with a bent towards face and politeness can benefit from a greater cross-fertilization. Yet, a cursory review of relevant literature shows that previous studies overwhelmingly explore the interrelationship between face and identity in the context of intercultural communication (e.g., Imahori and Cupach 2005, Ting-Toomey 2005). Moreover, the existing literature seems to be more concerned with social identities such as gender, ethnicity, race, etc. which have enjoyed a substantial history of academic interest. Comparatively, much less attention has been given to the research on identity which is discursively constructed in the course of interaction in intracultural settings. This paper therefore examines the interaction between doing facework and construction of group identity in the social event of dinner parties among native speakers of Chinese. It focuses on the ways in which a special group identity is constructed by participants of multiparty conversations at table in Mainland China.

The paper is based on a corpus of approximately 30 hours of audio-recorded spontaneous naturally occurring conversations and follow-up interviews. Applying such notions as membership categorization (Sacks 1992) and self-categorization (Tajfel 2010[1982], Turner *et al* 1987), I argue that a group identity is being constructed in the course of conversation over dinner. I maintain that although linguistic resources at the participants' disposal may differ, they are generally all concerted in their efforts to establish an in-group identity by creating a congenial social atmosphere. I show that such an identity is dynamically constructed in the conversation by building a harmonious interpersonal relationship. And for this purpose, a wide range of politeness strategies such as complimenting, congratulating, addressing, laughing, and joking are frequently employed by the participants.

This paper is hoped to extend our understanding of politeness as a social phenomenon and the construction of identity through politeness strategies. It concludes by outlining the implications for the way that findings in politeness research can inform research on social identity.

**Gang He,**

***Hearer-identity Sensitivity in Chinese Social Interaction***

[contribution to the panel *Identity as Resources in Chinese Discourse*, organized by Chen Xinren]

This paper deals with the identity issue from a Chinese cultural pragmatic perspective. In Chinese society, a collective-oriented cultural community, everyone is believed to be closely related to every other in particular ways, and his/her social disposition is also set in the network of Guanxi (relation). Because of this, everyone understands the social hierarchy and how different he/she is from the people around him/her. This creates a necessity for him/her to pay close attention to what he/she says and does, and how he/she does that, since one small error could lead to very serious consequence. The Chinese people believe that it is much easier to spoil a relation than construct or maintain it, since the mouth is a dangerous organ (passage) where illness enters and disasters exits. Therefore, Chinese people have always learnt to be cautious with the oral cavity (in fact, speech acts performed), making sure each single act has to go under the scrutiny of our mind.

In interpersonal interaction, neglecting who the hearer is and how he/she is to be properly identified (identity) could result in misunderstanding, miscommunication and communication break-down, therefore, speaker-identity is always recognized or constructed in coordination with that of the hearer. For purposes of politeness or respect, business benefit and so on, speakers intentionally construct a hearer-identity that would maximize the other-comfort and pleasure while minimizing the displeasure or discomfort of him/her. To honor a hearer by referring to his/her official title or academic position, social positions, and even to add a title that actually doesn't match his status or power, always serves to promote a positive and even more desirable response, while the misuse of it could spoil the mood, the communicative atmosphere and cause communication break-down, or even more disastrous effect. A cultural pragmatic interpretation of the hearer-identity is a context-dependent concept, which is negotiated and reconstructed in collaboration with the speaker's intentional states, the ongoing event and the cultural impact the speech act might have and might cause. Certain cultural guidelines are available to guarantee that everything is appropriately handled.

**Pat Healey, Claude Heath**

***Arranging Conversations in Space: Topologies for Interaction***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

In face-to-face conversation, the arrangement of bodies and the shared physical environment provides a rich set of resources for communication. People use the location and orientation of their gaze, heads, hands and torsos to help to define, amongst other things, when a conversation starts and finishes, their levels of mutual-engagement, their participant roles in the conversation (e.g. speaker, hearer, side-participant), the boundaries of each turn, and even the syntactic and semantic organization of constituents within each turn (e.g. Bavelas and Gerwing, 2007; Clark and Krych, 2004; Goodwin, 1979; Heath and Luff, 1993; Kendon, 1970).

In this paper we argue that people exploit the potential for arranging these different communicational resources in space to create integrated, physically manifest, conversational maps that we term interactional topologies. We propose that these topologies enhance conversation by converting potentially complex, internal and intangible states of an interaction into shared, external and physically manipulable states of the world. This is achieved through two things. First, the fact that different contributions can be indexed to distinct locations in space. Second, that the spatial arrangement of these locations can then be manipulated to represent changes in the relationship between the contributions.

Using excerpts from a detailed ethnographic study of architects' collaborative design interactions we describe how the architects use their bodies, pens, gestures, inscriptions and pieces of paper to create and elaborate a series of temporary virtual 3D 'maquettes'. These maquettes serve, in part, to depict the structure of different design alternatives. However, they are not just ways of representing and exploring possible designs. One simple indication of their interactional character is that they are much more common during interactions than when the architects are working alone. We argue that, in fact, the patterns of production and placement of these maquettes can only be fully understood if we consider how participants also adjust their relationship to other contributions. For example, whether they contrast with, elaborate or integrate other design proposals. In each case, the spatial organisation of people's contributions is actively managed in ways that help to make these relationships physically manifest.

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### **Trine Heinemann,**

#### ***Negotiating and defining roles and relations in interactions between older people and their home helps.***

[contribution to the panel *Identity & relationship construction with and among the elderly*, organized by Englert Christina]

The interaction between older people and their carers, in the context of assisted living, is often described as an amalgam or "hybrid" (Linell, 2005) of institutional and ordinary talk. In their studies of Scandinavian home help visits, Lindström (2005), Heinemann (2007) and Lindström & Heinemann (2009) for instance demonstrate how the participants in these visits switch between very task-focused talk on the one hand and ordinary, interpersonal talk activities such as complaining, disclosing, story-telling and the like on the other hand. In Goffman's (1963) terms, participants in home help visits may thus be involved with each other at multiple levels at different times during a visit, or even be involved at multiple levels at the same time. This means that their respective identities and their relations to each other are continuously negotiated, so that the older person is interchangeably both host in her own house and a care recipient, whilst the home help is both a guest and a caregiver (Heinemann, in press).

The current paper explores how participants in Danish home help visits, i.e. older people and their home help, negotiate these roles and relations in interaction. Based on 13 hours of video recorded interactions between 4 older people and 6 home helps, and using the ethnomethodological approach of Conversation Analysis, I investigate situations where the participants display different interpretations of the various roles each of them play. An older person might, for instance, initiate an everyday activity such as story-telling, thus defining the relationship between her and her home help as one of social solidarity, whilst the home help treats the same story-telling not as a social activity in it's own right, but as an implicit request for help with some institutional relevant matter. Focusing on such situations of divergence, I identify (some of) the interactional and linguistic devices employed by the participants in their negotiations of what kind of activity they are involved in and, consequently, which roles and relations are of relevance to each of them in the here and now.

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Lindström, A., Heinemann, T. (2009) Good enough: Low-grade assessments in caregiving situations. *Research on Language and Social Interaction* 42(4). 309–328.

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**Marja-Liisa Helasvuo,**

***Why me now? Competing preferences in person marking in interaction***

[contribution to the panel *Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective*, organized by Englebretson Robert]

According to Sacks and Schegloff (1979), there is a general preference for minimization in reference to person in conversation: reference to persons is “preferably done with a single reference form”. Moreover, there is a general preference for recipient design: speakers should use reference forms that allow the recipients to recognize who is being referred to (Sacks & Schegloff 1979:16). To put it simply, in English the reference form functions as the subject, whereas for example in Hebrew, subject pronouns are typically ellipted and person reference is conveyed through agreement marking on the verb in past and future tenses (Hacohen & Schegloff 2006). Levinson (2007) discusses “optimizing” in reference to person based on data from Yéli Dnye. He notes that there are (at least) three principles at work: economy (cf. minimization), recognition (cf. recipient design), and circumspection. According to the recognition principle, speakers should restrict the set of referents so as to achieve recognition. The economy principle says that speakers shouldn’t over-restrict the set of referents explicitly, and according to the principle of circumspection, speakers should not over-reduce the set of referents explicitly.

I will discuss these principles or strategies in the light of Finnish. In principle, the predicate verb agrees with the subject in number and person in Finnish. In standard Finnish, (non-3<sup>rd</sup>-person) subjects are generally not expressed, and verbs are marked for person and number of the subject. In other words, standard Finnish follows the principle of minimization/economy. When subjects are overtly expressed, however, they carry out some special discourse function (e.g. contrast). The system of standard Finnish is thus similar to that of conversational Hebrew. In contrast, in colloquial Finnish it is more common for both the subject pronoun and verbal person marking to be overtly expressed. There is thus a preference for double-marking in the 1<sup>st</sup> and 2<sup>nd</sup> person rather than for minimization. In typological work, it has been noted that this kind of “grammatical agreement” or “non-pro-drop” is typologically rare (see Siewierska 1999). In colloquial Finnish, however, double-marking is the norm, whereas single-marking (minimization) occurs in certain conversational contexts.

Based on a syntactically coded database of conversational Finnish, I will show that in both 1<sup>st</sup> and 2<sup>nd</sup> person, there is a clear preference for subject expression over zero subject. This preference is considerably more prominent in the 1<sup>st</sup> person than in the 2<sup>nd</sup>. I have analyzed the contexts for subject expression both in terms of interactional organization (sequential structure, social action) and grammar (word order, verb type, presence of object). The data clearly show that the overall guiding principles for person marking that have been proposed are clearly problematic in the light of conversational Finnish. I will discuss motivations for the observed patternings. Hacohen, G. and E. Schegloff. 2006. “On the Preference for Minimization in Referring to Persons.” *Journal of Pragmatics* 38:1305–1312.

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**Tania Henetz, Herbert H. Clark**

***Managing delays in speaking***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

Timing is an important aspect of communication. Speakers normally try to be fluent—to initiate utterances when expected and to continue their current utterances without pauses. Our focus here is on how people *managet* timing. People try (a) to ensure that their contributions to the official business of the conversation (the primary track) are made in a timely manner, and (b) to address delays when they are unable to satisfy (a). People accomplish this through strategies in the collateral track of communication. One strategy is to manage delays by inserting collateral signals (e.g., fillers like *um* and *uh*). Another is to alter the pace of speech with prolonged and non-reduced vowels. Both strategies are designed to buy time while minimizing unwanted silences. To achieve this, speakers must formulate their primary and collateral utterances together. But formulating both tracks together means speakers need to be able to anticipate problems in the primary track before they occur. Can they do this, and if so, how early?

We examined this issue in a laboratory study of how speakers accommodate difficulty in speaking. We asked participants to name pictures that varied in average naming latency (half *easy*, half *difficult*). Participants named these pictures under two conditions. In *name-only* trials, they provided the name alone (e.g., “fire-truck”). In *phrase* trials, they produced either “This is a ...” or “Click on the....” and then the name. A pre-trial prompt told them which response to use. As expected, participants took longer to produce the difficult names than the easy ones. But did they *anticipate* the added delays of producing the difficult names?

Surprisingly, participants produced the difficult names no faster when producing the name alone than when producing the phrase plus name. To accomplish this, they must have begun speaking the phrases well before they had retrieved the right name. As they began speaking the phrases—from the very first word (“This” or “Click”)—they adjusted their utterances by delaying their start, prolonging syllables, and slowing speech. It appears they realized they would need more time to retrieve the name long before they arrived at the name they would produce. And when they needed even more time still, they added collateral signals such as “uh” or “you know”. In the name-only trials, on the other hand, the only option for participants was to add collateral signals, so they added these early and often. These findings suggest that speakers can anticipate and deal with delays in advance of their occurrence, and that they can do so with sensitivity to their ongoing primary utterances.

In brief, speakers have a range of strategies for managing the timing of their utterances. Adding collateral utterances and changing the pace of speaking are just two of these strategies. But for these strategies to work, speakers must integrate primary and collateral processes, anticipating trouble before it arrives. Evidence suggests that they do just that.

**Alexa Hepburn, Elizabeth Stokoe**

***The epistemic complexities of empathy, sympathy, affiliation and alignment in institutional encounters, and their consequences for ‘successful outcomes’***

[contribution to the panel *Emotion displays as social action*, organized by Koole Tom]

It is an omnirelevant claim that building some kind of empathic understanding is central to the success of mediation and counselling-style interactions between professionals and clients. However, as Kolb (1985) points out, these aspects of interaction are difficult to isolate and study. Meanwhile, conversation analysts have attempted to cash out empirically the interactional specifics of what might traditionally be glossed as ‘empathy’ and ‘sympathy’ (Hepburn and Potter, 2007; Heritage, in press) and this paper makes a further contribution to that growing literature. Drawing on several large datasets (e.g., calls to mediation services, council offices, the NSPCC helpline, domestic conversation, police interrogation), we focus on sequences in which the building of some level of empathic union is a relevant next action. Our analysis builds upon initial findings which suggest the importance of the following different but overlapping factors: 1) the intensity of emotional inflection in the initiating complaint or trouble. Here we examine Heritage’s (in press) claim that increased intensity of emotion expressed in a turn places stronger response demands on the recipient to display some kind of empathic union; 2) The degree of access parties can claim over the experience described. In institutional encounters where call-takers need to treat each caller as having epistemic priority, at the same time they must display expertise about the ‘type’ of problem reported to warrant their intervention and aid the caller; 3) Additional problems are faced by recipients in institutional settings such as helplines and mediation services, where displays of impartiality and expertise, and no reciprocal disclosure (Stokoe, 2009), are important features of call-takers’ projects. Here the challenge is how to build alignment without taking sides, as maintaining neutrality can be seen by callers as withholding affiliation; 4) the types of assessments being done in building empathy. For example, we explore Edwards’ (2005) distinction between subject-side (“I don’t like him”) and object-side (“it’s difficult for you”) assessments. We also examine the prosodic features of such turns. We conclude by relating our analytic findings to wider issues around what constitutes ‘empathy’ in institutional encounters. Differences can arise due to call-takers’ training and style, their ideological commitments to their organization, and how they display expertise. We discuss these issues in the context of examining how far analytic judgements about ‘successful outcomes’ can be made.

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**John Heritage,**  
***Epistemics in Action***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

This paper considers the role of grammatical form in the construction of social action, focusing on turns that either assert or request information. It is argued that the epistemic status of a speaker consistently takes precedence over a turn's morphosyntactically displayed epistemic stance in the constitution of the action a turn is implementing. Insofar as asserting or requesting information is a fundamental underlying feature of many classes of social action, consideration of the (relative) epistemic statuses of the speaker and hearer are a fundamental and unavoidable element in the construction of social action. A range of examples illustrate patterns of convergence and divergence in the relation between epistemic status and epistemic stance. If it is the case that monitoring relative epistemic status is a precondition for distinguishing basic classes of actions, then this necessity may be a part of the relationship between group size and neocortex development postulated by Dunbar's social brain hypothesis.

**José Esteban Hernández,**  
***Focus on the Semantic-Pragmatic Component in Present Perfect Grammaticalization:  
Evidence from two Spanish Varieties***

[contribution to the panel *Perfect evolution across languages and dialects: Semantic change and pragmatic motivations*, organized by Rodríguez Louro Celeste]

Crosslinguistic studies have confirmed that languages tend to codify relative distance in the past (e.g. Bybee, Perkins, and Pagliuca 1994: 98; Comrie 1985: 85; Dahl 1985). This deictic contrast is often proposed as an important promoter of linguistic change in past tense systems. More commonly, the familiar distinction between an immediate past (often hodiernal) and a remote past (often pre-hodiernal) is thought of in terms of physical distance across time. From this point of view, the past temporal drift is understood, as in the case of Romance languages, as a distinction of distance between events known to have occurred by the speaker and the moment of speech (Schwenter 1994). In the case of hodiernal reference, past events are known to have truly taken place within the last 24 hours.

Other studies have highlighted the role played by the speaker's subjective appraisals in linguistic change (Cf. Company Company 2006; Silva-Corvalán 2001: 218; Traugott 1989). Within this line of research, Traugott (1989: 35) has suggested that linguistic meaning becomes more subjective with time, a fact confirmed by diachronic analysis. The claim is that meaning often becomes embedded in the speaker's subjective attitudes toward the proposition. In a study of past form variation in Spanish language data from Mexico and Spain, Company Company (2002: 41) has also argued that linguistic analysis must necessarily consider the multiple components of the semantic-pragmatic load, such as the speaker's appraisals and evaluations in communicative interaction. In this type of analysis, the role of the semantic-pragmatic component becomes crucial in determining the constraints that drive Present Perfect (PP) change across time.

This corpus-based paper examines the semantic, syntactic, and pragmatic factors that rule past form variation in two data sets: (1) texts from the colonial period in Mexico and (2) naturally-occurring spoken data from El Salvador. I align myself with the two lines of research referenced above to analyze past form variation and change in these two varieties of Spanish separated in time and space. As a general aim, the present study adds to the discussion on perfect grammaticalization. I hope to shed light on the way that PP enters narrative discourse. A variationist methodology is employed to determine the linguistic factors that promote its incursion into the narrative. Ultimately, I explore the role of the semantic-pragmatic component on PP incursion into narrative discourse in hopes of understanding the semantic change from perfect to recent past to perfective in narrative.

The semantic-pragmatic relations are investigated through the temporal-deictic relations that arise between speaker and utterance, particularly by considering a subjective proximity component through which the speaker makes use of the PP to underline one of several events within the narrative sequence. I argue that the PP becomes a mechanism that codifies the subjective proximity of the event that the speaker seeks to highlight through a metonymic association. That is, greater temporal proximity implies greater subjective proximity between speaker and event.

**Laura Hidalgo Downing, Yasra Hanawi**

***Stance and intersubjective positioning in political discourse: A discourse-pragmatic study of modality and indexicality in Bush and Obama's speeches to the Arab World***

[contribution to the panel *Evidentiality and modality: Discourse-pragmatic perspectives?*, organized by Marin-Arrese Juana I.]

In this paper we explore the roles of modality and indexicality in the expression of stance and intersubjective positioning in two speeches delivered by the American presidents George Bush Jr. and Barack Obama to the Arab World. The first speech, by President Bush, took place in Abu Dhabi in 2008 and the second one, by President Obama, in Cairo in 2009. The data constitute an extremely interesting source of choices on how the two presidents position themselves and the country they represent with respect to a traditionally conflictive interlocutor for the US, the Arab world. In this paper, we approach the concept of modality in a broad sense, as part of a function of language which has to do with "the situation of information with regard to the current context" (Werth 1999: 157). As such, modality overlaps with evidentiality and indexicality, among other linguistic phenomena, with which it shares its clearly intersubjective and interpersonal nature. Indeed, in the present study, we assume that markers of modality, indexicals such as personal pronouns, and negation, contribute to the expression of speaker stance, and thus contribute to the positioning and alignment or disalignment of speakers with regard to their interlocutors and the topic of their discourse (see Martin and White 2005, de Fina and Schiffrin 2006). We further argue that speakers use markers of modality and negation to allow or restrict, respectively, the possibility of other voices in the ongoing discourse (Martin and White 2005). Our objectives in the present study are thus to compare the following features in the two speeches: (1) The frequency of modal expressions (epistemic possibility, probability, certainty, evidentiality and cognition), the negative particle *not*, contrastive *but* and personal pronouns; (2) The co-occurrence of personal pronouns with markers of modality; (3) To explain the significance of the results for the expression of stance and intersubjective positioning in the two politicians. The methodology we have followed consists of a combination of qualitative and quantitative analysis. We have first carried out a computer assisted search of the selected items and concordances in order to identify clusters of pronominal forms, modals and negative particles. On the basis of the concordances obtained, we have analysed in detail the contextual features of the uses of the linguistic forms we are exploring. Results show, first, that president Obama's speech presents a significantly higher frequency of markers of modality and negation than president Bush's speech. Second, while Obama's speech is characterised by the frequent use of first person pronouns, Bush's speech comparatively relies more on the use of the second person pronoun *you*. Finally, the co-occurrence of personal pronouns and modal markers is different in the two speeches, in particular with regard to the occurrence of verbs of cognition and first person pronouns.

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Martin, J. and P. White (2005) *The Language of Evaluation. Appraisal in English*. New York: Palgrave.

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**Takeshi Hiramoto,**

***The priority of "eh"-prefaced turn in Japanese***

[contribution to the panel *Cross-linguistic Perspectives on Turn-beginnings in Interaction*, organized by Kim Hye Ri Stephanie]

In their monumental work on turn-taking system in conversation, Sacks, Schegloff and Jefferson (1974) noted, "[w]hen a self-selector's turn-beginning reveals his turn's talk to be prospectively addressed to a problem of understanding prior utterance, he may by virtue of that get the turn, even though at the turn-transfer another started before him, so that his start is second" (p. 720). On the other hand, there are a few empirical studies on the 'priority of problem of understanding in conversational turn-taking system' they suggested, especially in Japanese. In this presentation I examine the role of the Japanese turn-initial interjection "eh," which projects a specific action type; a question or a request for confirmation, namely the actions addressed to the problem of understanding of a prior utterance.

Shimotani (2007) termed "eh" as a 'claim-of-reanalysis token' and demonstrated that "eh"-prefaced turns address not only the problem of understanding just prior utterance, but also the problem of understanding two or more prior utterance. Furthermore, Hayashi (2009) concludes that "eh" is used to propose a noticing of something in the talk or in the interaction's environment that departs from his/her pre-existing knowledge, supposition, expectation, or orientation" (p. 2101). Under the presupposition that turn-initial "eh" in such sequential environments strongly projects that the following TCU will implement the action addressed to the problem of understanding, we can assume that "eh"-prefaced turn will survive the overlapping talk by co-participants. It is assumed that "eh" is not an overlap-absorber (Schegloff, 1987) since it strongly projects a specific action type of the following TCU. On the other hand, Hiramoto (in press) demonstrated that Japanese turn-initial marker "nanka" works as overlap-vulnerable (Jefferson, 1983) since "nanka" does not project a specific action type or a topic.

The sequential environments of “*eh*”-prefaced turns I examine are: (i) just after an informing action, and (ii) after the receipt of such informing. The findings suggest that, under the conditions in which a) no participant is selected as a next speaker and b) two or more speakers self-select at a transition-relevant place, (1) whoever starts his/her turn with “*eh*” will proceed despite an overlap with co-participant’s turn, and (2) if the speaker of “*eh*”-prefaced turn does not, he/she will get a turn at the next transition relevant place (TRP) and recycle the turn which was in progress, and (3) a question or a request for confirmation will be responded. In other words, sequential implicativeness (Schegloff & Sacks, 1973) of the recycled turn will not be deleted. Indeed, the statistical analysis shows that a speaker who starts his/her turn with “*eh*” tends to succeed in producing his/her turn ( $\chi^2=7.00$ ,  $df=2$ ,  $p<0.05$ ). Detailed analysis of interaction reveals how co-participants show orientation to the priority of a “*eh*”-prefaced turn in conversation.

**Milada Hirschová,**

***Illocutionary verbs, aspect and conditional mood (in Czech)***

[contribution to the panel *Aspect and performativity in Slavic languages (and beyond)*, organized by Witczak-Plisiecka Iwona]

1. Only imperfective verbs denoting specific deed/act which can be performed by verbal activity, in the form of 1st Pers. Sg. Ind. in the Pres. Tense, can be used performatively. It is always an utterance event which is performative, not the utterance form by itself. The core of “performativity” is a semantic property of certain *verba dicendi* giving them the potential to coincide locution (to utter a sentence with specific form) and illocution (to perform an act denoted by the verb), in other words, to be token-reflexive. In Reichenbach’s words (1947), it means to use such verbs in a way when the point of the event, point of reference and point of speech coincide. Perfective counterparts of performative and illocutionary verbs primarily report the accomplished speech acts.

2. There is no predictable (default) relation between the form of an utterance and its illocutionary force. Even an utterance in the form of an explicit performative formula, e.g. *I order you to leave*, can be used as a statement (as an answer to a question *What did you say?*), not as an order. On the other hand, a concept of L-compatibility (Bach and Harnish 1979) assumes that the illocutionary force should be locutionary compatible with the sentence type and the sentence contents. The Addressee relies primarily on „what is said“. Cf. Austin’s (1962) notion of primary illocution, further developed by Allan (1998). Since the notion of primary illocution is based on the verbal mood it overlaps with the traditional concept of “sentence mood“ (Satzmodus) even though their correspondence is not complete. It can be assumed that declarative (indicative), imperative and interrogative sentences (Satzmodi) are universal, at least for Slavic languages (Zimmermann 2009). Sentences with conditional mood, despite being distinguished by verbal form, are considered a mere variation of indicative ones (and, conditional mood can occur also in questions and in optative sentences).

3. Our point has been to account for the role of conditional mood in sentences with illocutionary/performative verbs in the matrix clause of a sentence. Is it always just an alternative of an indicative or can it give rise to a specific variety of a primary illocution? The survey examined sentences with Czech illocutionary verbs in a matrix clause of a complex sentence, both imperfectives and perfectives. Potential performative formulas were switched from the indicative to conditional and their pragmatic applicability was analyzed. First, sentences with conditional cannot be used performatively. Despite the fact that all the tested sentences were grammatical (any verb can occur in the form of conditional mood) certain cases either were not pragmatically applicable (their inapplicability being caused by the relativization of the Speaker’s illocutionary point; they always represent, even though implicitly, apodosis) or they were not L-compatible with their assumed original illocutionary force (expressed by indicative), because conditional suspends their illocutionary point itself. Conditional forms have shown not to be a general substitute and an alternative to indicative sentences. Nevertheless, many constructions using perfectives in the form of a conditional (e.g., *Ted’ bych vás požádal, abyste chvíli počkal; Navrhl bych vám účast na našem projektu.*) can be considered pragmatic equivalents of the so-called hedges.

**Floria Hiss,**

***“I know the language ... So use it!” - Meaningful Engagement in Sámi (Re-)vitalisation***

[contribution to the panel *Responsibility and ethics*, organized by Östman Jan-Ola]

The study is part of a larger project on the revitalisation of Sámi in Northern Norway and focuses on a Sámi-Norwegian bilingual speakers engagement in building up his position and negotiating language revitalisation activities during a research interview.

In the last decades, the informant’s local Sámi community has experienced a widespread engagement in Sámi linguistic and cultural revitalisation. But in spite of a successful vitalisation of Sámi culture, linguistic revitalisation only proceeds in small steps. The ongoing complex process is primarily managed through linguistic interaction.

The analysis of personal and common attitudes and engagement within the ongoing revitalisation process focuses on several aspects of meaning making: the speaker’s own and others’ responsibility for the maintenance and revitalisation of Sámi is negotiated and linguistically construed in relation to roles (the interviewee and

others within the community, the researcher and the informant as insider, outsider, recipients, actors, etc.), identities (ethnic, local, etc.) and attitudes. The analysis shows how the speaker employs different linguistic means in order to justify and underline the importance of his decision to use the formerly stigmatised Sámi language in the community and to claim moral support for ways of action that he sees fit in the local sociolinguistic situation. Narrative is employed as an artful and elaborate means to exemplify, negotiate and emotionally underline the importance of the interviewee's own action and his motivation to use the Sámi language. Through his performance of a narrative, he points out parallels between a dramatically performed 3<sup>rd</sup> person story, his and the community's life situation, and even the interview setting. This strategy lets his conclusion "I know the language ... So use it!" implicitly sound like a general maxim of action with a more universal claim of moral validity.

When we take into account the setting and the goal of the conversation as a research interview, we receive an amazing picture of the ongoing linguistic interaction. The analysis shows how the interviewee draws upon the whole situation's meaning making resources in order to underpin his ideas (e.g. interacting with the presence of the tape recorder: "You can record it on tape. It's not more than that."). Using the possibilities and resources of both storytelling and the research interview as a genre, the informant cunningly also appeals to the responsibility of both the researcher and science in general.

### **Judith Holler, Katie Wilkin**

#### ***Co-speech gesture mimicry during collaborative referring in dialogue***

[contribution to the panel *Understanding varieties and functions of other-repetition in interaction*, organized by Oloff Florence]

Mimicry in face-to-face interaction has been observed regarding a range of nonverbal behaviors, most commonly posture and mannerisms such as shaking one's foot or rubbing one's nose. These kind of nonverbal behaviours are generally considered as important carriers of information about attitudes and emotions. Only recently have researchers started to investigate mimicry in co-speech gestures (Kimbara, 2006, 2008; Parrill & Kimbara, 2006). These gestures are considered to be fundamentally different from other aspects of nonverbal behavior due to their tight link with speech on a temporal, semantic and pragmatic level. Speech and co-speech gestures jointly are considered as constituting human language. One focus of co-speech gesture research to date is the important contribution they make to the communication of *semantic* information. It is therefore justified to wonder whether, with respect to the domain of mimicry, the gestural modality differs from those nonverbal channels that have been the focus of more traditional investigations of "body language". Those researchers that have already started to investigate co-speech gesture mimicry have focused on gestures based on observed interactions between others, as well as on co-narrations (involving two people merging their narratives to inform a third).

The question this study aimed to address is, thus, whether the phenomenon of co-speech gesture mimicry exists in face-to-face *dialogue*, and, if so, what its functions may be. To explore this, we used an experimental task which required two interactants to collaborate on creating a mutually shared understanding of referring expressions (based on Clark & Wilkes-Gibbs, 1986). The stimuli used were geometric figures which participants talked about until they had agreed on a referring expression for each one; to be successful in the task, these referential terms and descriptions had to allow them both to correctly identify the respective figure from a larger array of figures. Each interaction was video recorded, the speech transcribed and the co-speech gestures analysed. The data gleaned from this study provide a number of important findings: (i) the main finding is that interactants did mimic each other's co-speech gestures in this dialogic context, (ii) the mimicked gestures appear to fulfill a range of functions and show a varied pattern in how they interact with speech; however, in all cases, they appeared to facilitate the process of grounding (Clark & Brennan, 1991). At the same time, the findings provide clear evidence that co-speech gestures become part of interactants' common ground.

The findings suggest that co-speech gesture mimicry fulfils important interactive and communicational functions; this lends support to communicative theories of gesture production, and they advance our understanding of collaborative processes core to the joint activity of language use. They also throw up two important questions for future research: a) to what extent do mimicked gestures not only help to convey meaning but increase interpersonal affiliation, as has been found for mimicry of posture, footshaking and so forth? b) what is the nature of the mechanism underlying co-speech gesture mimicry in terms of the degree of automaticity, intent and consciousness involved?

### **Elizabeth Holt,**

#### ***Laughter and social action: "Many a true word spoken in jest"***

[contribution to the panel *Laughter in Interaction*, organized by Holt Elizabeth]

This presentation focuses on first position laughter (i.e. laughter in turn final position and/or interspersing lexical items) that orients to the same speaker's prior talk. Using conversation analysis, I explore a corpus of instances drawn from transcribed telephone calls (both formal and informal). Building on the work of Glenn (2003) I argue that laughter can modify the action of the turn, and thus, its sequential implications. Take, for example,

someone saying “I thought you were cooking tea tonight” versus “I th(h)ought y(h)ou w(h)ere coo(h)king tea t(h)night” . In the former case the turn may be more likely to be treated as a “serious” complaint. In the latter case it has a bivalent quality: it could be oriented to as a “laughable”. The inclusion of laughter in a turn that might otherwise be taken seriously tilts the scales a little more in the direction of it potentially being treated as a laughable.

Laughter is an important element that recipients may orient to in treating a turn as a laughable. But whether a turn is oriented to as a laughable may depend on a range of properties concerning its design, the action it embodies and the environment in which it occurs, as well as having laughter as a constituent. Many turns with laughter are treated seriously by recipients. The current research shows that this may be due, in part, to the absence of other properties commonly associated with laughables.

First position laughter is prevalent in many different kinds of turns. It often accompanies turns that are potentially tricky in some respect. This presentation focuses on potential complaints delivered with laughter. It explores how the laughter can modify the action of the preceding talk. Further, it investigates recipients’ responses, exploring instances ranging from ones that orient to the laughter, through responses that orient to both the laughter and the potential serious action of the turn, to ones that are entirely serious.

This investigation touches on several wider issues in the area of conversation analysis. First, it builds on Jefferson’s finding that laughter in first position can act as an invitation to reciprocal laughter. The current research shows that, in some environments, laughter may invite subsequent laughter, but also relevant is the presence or absence of other properties recurrently associated with laughables. Second, it has implications for what members of society consider “serious” and “non-serious”. It suggests that laughter modifying the action of the turn can change its sequential implications and thus render it potentially “non-serious”. Third, the research has implications for how actions are managed, suggesting that speakers orient to how recipients may take the action of the turn and can use laughter to influence the valence of the turn. Thus, laughter is central to the “micro-politics of social interaction” (Drew, unpublished).

Drew, P. (unpublished) On the micro-politics of social interaction, unpublished paper delivered at ICCA, Mannheim, July 2010.

Glenn, P. (2003) *Laughter in interaction*. Cambridge: CambridgeUniversity Press.

## Paul Hopper,

### *Temporality and the Emergence of a Biclausal Construction: A Discourse Approach to Sluicing*

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

In a path-breaking article, Franck (1985) argued that the structure of spoken language could not be accounted for unless it were to be conceded that syntactic forms did not pre-exist an utterance in its full form but were understood progressively as the utterance unfolded. The introduction of time as an essential perspective on syntax (Hopper 1992, 2008; Auer 2000/2009) has been taken up by a number of other linguists, especially in the Interactional Linguistics paradigm (Couper-Kuhlen/Selting ed 2001; Günthner/Hopper 2010). One line of investigation has been the study of *biclausal constructions*, those which consist syntactically of a main and a subordinate clause (Hopper/Thompson 2008). These include adverbial clauses with *if* and *when*, the pseudocleft and cleft sentences, and the sluice (Ross 1969), as in the constructed sentence:

(1) Someone has left the door open, **but we don’t know who.**

which will form the focus of the proposed paper. Examples of sluices are readily attested in conversation, e.g.:

(2) (H) So= uh=,

he comes over there,  
and is talking with that woman.

**.. I don’t know about what,**  
but then like ten minutes later,  
... she and her friend are over at their table.

(cited from the *Santa Barbara Corpus of Spoken American English*.) The counterparts in spoken discourse of the flattened out perspective of standard syntax show that biclausality is resolved as two distinct parts, each of which does different work in the interaction. The forms of the sluice itself (as in *I don’t know about what*) are formulaic in the sense of constituting a small set of fixed expressions. They often show up in a different TCU from the supposed ‘main clause’. They may even be co-constructed, as in the following example:

(3) LYNNE: she never did take shots.

[Did she].

DORIS: [No,

**I don’t] know why.**

They should’ve,  
.. they should have gotten her --

In this paper I argue that sluices participate in the temporal organization of discourse by providing *relevance-creating transitions* between sequential actions.

- Auer P 2009 "On line syntax" *Language Sciences* 31:1–13. (Translation of Auer 2000 "On-line Syntax" *Spr u Lit* 85:43-56)
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- Franck D 1985 "Sentences in conversational turns" M. Dascal ed *Dialogue* 233-245. Benjamins.
- Günthner S/P Hopper 2010 "Die Pseudocleft-Konstruktion im Englischen und Deutschen" *Gesprächsforschung Online*.
- Hopper P 1992 "Times of the sign" *Time and Society* 1:223-38.
- Hopper P 2008 "Die Bedeutsamkeit der mündlichen Interaktion für die Linguistik" A Stefanowitsch/K Fischer ed *Konstruktionsgrammatik II* 179-88. Stauffenburg.
- Hopper P 2010 "Emergent Grammar and temporality in interactional linguistics" P Auer/S Pfänder ed *Emergent Constructions*. de Gruyter
- Hopper P/S Thompson 2008 "Projectability and clause combining in interaction" R Laury ed *Crosslinguistic Studies of Clause Combining* 99-123. Benjamins.
- Ross J 1969 "Guess who?" R Binnick et al ed *Chicago Linguistic Society* 5:252-286.

## **Kaoru Horie,**

### ***The "open-endedness" of Japanese utterances: From interactional, historical, and cross-linguistic perspectives***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

This paper will explore interactional, historical, and cross-linguistic dimensions of the "open-endedness" of Japanese utterances. Japanese utterances have a variety of final trappings that serve to prevent a bare predicate form from occurring utterance-finally. These devices include final particles such as *ne* (1b, c) and various "non-final" predicate forms such as *-te* form (1a) (the source of utterance (1): Mr. O Corpus):

(1) R: (a) Uun. Tatoeba zyugyoo-tyuu kyuuni ater-arete bikkuri sitya-tte.  
hmm for instance class-during suddenly call on-PASS be taken by surprise-TE

"Hmm. For instance, I was taken by surprise, suddenly called on during the class..."

L: (b) L: Aa, bikkuri desu *ne*. Hontoni bikkuri desu *ne*.  
yeah surprising COP:POL FP really surprising COP:POL FP

"Yeah, it's surprising. It sure is."

R: (c) (...) Yoki si-nai toki wa *ne*. (...) Hoka ni nanika arimasu ka *ne*.  
expect-NEG time TOP FP other to something exist:POL Q FP

"(Especially) when you didn't expect. (...) Other than that, what else are surprising?"

(d) Saikin bikkuri sita koto nante nai ka mo *sirenai*.  
recently surprise did thing such as not exist it may be the case: FIN

"Recently there may have been no surprising things (happening to me)."

What this suggests is that it is relatively infrequent for a Japanese utterance to end with bare final predicate forms, or "syuusi-kei" (1d), as reported in Maynard (1997).

This tendency to avoid ending an utterance with final predicate forms in Modern Japanese is intimately related to a historical change in the conjugation of predicates in Japanese, i.e. the merger of attributive (noun-modifying) and final predicate forms. As a result of this historical change, final predicate forms (2a) in Modern Japanese have become non-distinct from their attributive counterparts (2b):

(2) (a) Kaki-ga *otiru*. (b) *otiru* kaki  
persimmon-NOM fall:FIN fall:ATTR persimmon

"A persimmon falls." "a falling persimmon"

As can be compared readily, final predicate forms in Modern Japanese (2a) directly evolved from the attributive predicate forms in Classical Japanese (3b), not from their final predicate counterparts (3a). Final predicate forms in Classical Japanese thus disappeared as an independent entity.

(3) Classical Japanese Predicate forms

(a) (Final form) Kaki *otu*. (b) (Attributive form) *oturu* kaki  
persimmon fall:FIN fall:ATTR persimmon

"A persimmon falls." "a falling persimmon"

One of the communicative consequences of this change is that Modern Japanese largely lacks independent predicate forms which are dedicated to make an assertion in utterance-final position. That this is not particularly "inconvenient" for Modern Japanese speakers can be ascertained by the highly productive patterns of employing such diverse devices as (i) interactional particles (1b, c),

(ii) non-final *-te* clause (1a), (iii) nominalization like *wake* ("reason") (4a), and even (iv) genuine attributive forms such as *mitaina* ("be like") (4b), in utterance-final position.

(4) Soko-ni itta {(a) *wake*/ (b) *mitaina*}.

that place-to go: PST reason/be like:ATTR

"(I) went there, (a) as a matter of fact/(b) or something like that."

Many of these utterance-final devices, though not all, serve to mitigate the final/assertive tone of an utterance and to leave the utterance sound open-ended and hedgy. This paper will highlight the prominence of such open-endedness of Japanese utterances through a comparison with the contrasting tendency toward final assertiveness of Korean utterances.

**Juliane House,**

***Developing Pragmatic Competence in English as a lingua franca***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

In this paper I will examine how participants in interactions in English as a lingua franca (ELF) acquire, make use of, and improve their ELF pragmatic competence in both everyday and institutional interactions. I will first briefly describe the nature of English as the currently dominant global lingua franca. (cf. Firth 2009). Secondly I will discuss several empirical studies on the emergence of ELF speakers' pragmatic behaviour, particularly with regard to phenomena such as transfer from speakers' native languages, processes of accommodation and mutual support, co-construction of utterances and the strategic re-interpretation of certain frequently used discourse markers and linking construction such as *you know, yes/yeah, I think* and *so* (cf. Baumgarten & House 2010; House 2010). Finally I will draw some conclusions and suggest implications for pedagogic interventions.

Baumgarten, N. & J. House 2010. *I think and I don't know* in English as lingua franca and native English discourse. *Journal of Pragmatics* 42. 1184-1200.

Firth, A. 2009. The lingua franca factor. *Intercultural Pragmatics* 6. 147-170.

House, J. 2010. The Pragmatics of English as a lingua franca. In A. Trosborg ed. *Pragmatics across languages and cultures*. Berlin: De Gruyter Mouton, 363-390.

**Chad Howe,**

***The "today" effect: Speech time and meaning change***

[contribution to the panel *Perfect evolution across languages and dialects: Semantic change and pragmatic motivations*, organized by Rodriguez Louro Celeste]

This paper discusses the notion of 'hodiernality', described originally by Dahl (1984) and defined more recently by Dahl (2008:1) as "different grammatical forms are used for referring to events taking place on the day of speech and events taking place before that day". Schwenter (1994) was among the first to suggest that the periphrastic past (henceforth PP) in some varieties of Peninsular Spanish (PEN) had developed a hodiernal usage such that speakers use this construction to refer to events located in the today interval regardless to their connection to the speech time. In fact, Brugger (2001) refers to this as the '24-hour rule', often discussed with respect to the French "passé composé", arguing that 'today' events referred to with a PP in PEN do not display the typical current relevance meanings typically associated with this structure. More recent analyses have argued that neutralization of the remoteness distinctions between the PP and the simple past in PEN involves gradual and discrete temporal extension into the past (see Carter 2003 and Kempas 2006). In this analysis, I offer an alternate proposal, arguing that the data from PEN displays a type of 'derived' hodiernality that obtains not as a function of the semantics of the PP but rather as a consequence of the eroded connection between the past event and speech time.

As evidence for my claim, I first review studies that have observed the behavior of the PP in prehodiernal contexts. In a recent variationist treatment of the PP/simple past distinction in corpora of spoken PEN, Schwenter & Cacoullos (2008) find that while the PP is heavily favored in hodiernal contexts (i.e. those in which the time of the event is contained within the today interval) no such preference is revealed in pre-hodiernal contexts. They argue instead that the locus of neutralization between the PP and the simple past can be found in cases of indefinite past reference. The claim by Schwenter & Cacoullos (2008) suggests that the gradual 'step-wise' approach to the development of remoteness distinctions with the PP in Spanish is not borne out by the data.

The current analysis focuses on speech time (rather than remoteness distinctions) as the locus for semantic change. First, I assume that speech time is always properly contained in the 'today' interval, as a result of the temporal location of a speech event (see Hornstein 1990). Second, adverbial 'today' is in fact ambiguous between a temporally inclusive reading ('today' as including reference time) and a disjoint one ('today' excluding reference time), which produces ambiguity for speakers in cases of 'today'-bound reference. For the PP in PEN, the inclusive reading recedes giving rise to a preference for the disjoint reading. It is precisely the recession of the inclusive reading and subsequent prominence of the disjoint one that produces what I refer to as the 'Today effect'. Crucially, this 'hodiernal' usage is not, as has been claimed, a feature of the PP but rather an implicature produced by the bleached connection between the event in question and the speech time. This approach challenges the notion that the change from perfect to perfective in Spanish, and indeed in Romance more generally, obtains via the step-wise relaxation of the purported recency requirement of the PP.

**Laila Hualpa,**

***American Presidential Press Conferences: An analysis of presidents' embodied responses at turn beginning***

[contribution to the panel *Cross-linguistic Perspectives on Turn-beginnings in Interaction*, organized by Kim Hye Ri Stephanie]

This paper analyzes a phenomenon that has not been explored in the study of presidential press conferences thus far, namely the embodied stance displays of presidents George W. Bush and Barack Obama at the beginning of their turns at talk and how these relate to those embodied stance displays they produced while listening to the question they are answering. Data come from videotaped press conferences held during George W. Bush's and Barack Obama's presidential terms and are transcribed using the conventions of conversation analysis (Sacks, Schegloff & Jefferson, 1974). Building on the assertion that language and embodiment can be investigated as "integrated components of a common process for the social production of meaning and action" (Goodwin, 2000, p. 1490), I make the argument that the kinds of operations that the president is visibly performing on the journalist's question can prefigure the stance the president will adopt in his next turn at talk. I characterize the function of nods, headshakes, facial displays and short vocal responses as well as the non-vocal behavior at the beginning of the presidents' turn to see how they displayed disagreement. For example, when faced with an aggressive question, presidents can be seen shaking their heads or making facial displays that show that they are not aligned with the particular line the journalist is pursuing in the question turn. In one of the examples, president Obama is visibly not in agreement with the proposition expressed by the journalist, so he starts shaking his head towards the tail end of the journalist's turn, with the shakes spilling over to the beginning of his turn at talk while he delivers a "no: no: no: no:". What this paper contributes to this panel on turn beginnings is an attention to the embodied behaviors that preface talk. Specifically, it shows how embodiment plays a role in how the presidents resist the terms imposed by a journalist not only at the beginning of their turn at talk, but also earlier, as the question is emerging. In this way, the paper moves beyond current studies that have focused on next turn responses without looking closely at the prior embodied operations performed by presidents.

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Sacks, H., Schegloff, E.A. & Jefferson, G. (1974) A simplest systematics for the organization of turn-taking for conversation, *Language*, 50, 696-735.

**Birgit Huemer,**

***Cohesion in multimodal art installations***

[contribution to the panel *Pragmatic aspects of discourse coherence*, organized by Gruber Helmut]

Digital installation art is usually generated multimodally and integrates the visitor and the environment as represented and interactive participants into its work. In order to explore the meaning making potential of these artworks, I've applied a systemic functional framework of analysis (Halliday 1978, Halliday & Hasan 1992, Huemer 2008a, 2008b, Kress & van Leeuwen 2001, O'Tool 1994, van Leeuwen 2005) to a corpus of 39 multimodally generated digital art installations, which have been exhibited at international festivals, museums and public spaces between 2004 and 2010. The systemic functional framework, that has been further developed in this project, enables researchers to relate art and culture with communicative events. Hence it is particularly suitable for analyzing the interaction and exchange going on between artist, artwork, visitor and environment. Moreover it combines social semiotics with a formal discourse analytic approach and is thus able to offer alternative perspectives to enrich our knowledge and perception when engaging with art.

Digital art-forms differ from the others in one significant aspect: they are designed as open "living" processes rather than stable products, which integrate the visitor and the environment (mostly in real time) into their representation. As a result the artworks physical manifestation or form is pushing for the resolution of physical, spatial and temporal borders as well as cohesive structures, which may hinder visitor perception. Therefore the central question of my talk is: Are multimodally generated digital art installations still cohesive (compared to "traditional" art) and if yes, which semiotic resources are used to build cohesive structures in these artworks? To answer this question I will apply five layers of analysis, that enabled me to explore the realization of cohesive structures in detail: 1) the delimitation or mergence of artwork and environment 2) the relations between different communicative events or scenes in the work of art 3) the intermodal relations between different modes of communication (verbal, visual, aural, spatial, visitor action) 4) the cohesive structures within one single mode 5) and how coherence is built without the realisation of cohesive structures. According to De Beaugrand & Dressler (1981) coherence is built by formal cohesive structures with the exception of one aspect: if there are no cohesive structures realized, coherence can be built by inference, Inference is the ability of people to build coherence by adding things and thoughts in mind that are not explicitly represented in the work of art or text. This aspect will be addressed in the last layer of analysis mentioned above.

The study showed that multimodally generated digital art installations tend to move away from realising narrative structures, which are strongly cohesive. Instead of that they prefer simple logico-semantic relations like “if-then”-relations or “extensions” to build cohesive structures. Repetition, equivalence and contrast are the main intermodal and innermodal relations realizing formal cohesion. Rhythm plays an important role in establishing cohesion in digital artworks through e.g. the synchronization of different modes. As a result the absence of strong cohesive structures may hinder visitor perception and calls for new ways of engaging with art.

**Martina Huhtamäki, Jan Lindstrom**

***On the design of multi-unit turns - Grammatical and prosodic methods in complex turn construction in Swedish***

[contribution to the panel *Emerging units in embodied interaction*, organized by Keevallik Leelo]

This paper analyzes observable syntactic and prosodic methods that contribute to the achievement of multi-unit, complex turns in conversation. Turn constructional units (TCUs) can be made of a single word, a phrase, a clause or a sentence (Sacks et al. 1974). While single-unit TCUs, consisting for example of a word or a clause, are common, it is not rare that speakers manage to produce turns that consist of more than a single TCU, e.g. two or more clauses. However, the structural and interactional conditions that enable a multi-unit turn are yet poorly understood, because they involve a complex of turn construction methods from different modalities, ranging from syntactic and prosodic to embodied and pragmatic methods.

In our analysis we take into account the participants' gaze, posture and gestures, but our main focus is on the linguistically central methods syntax and prosody. Our central question is: Where in the syntactic and prosodic trajectory of the on-going TCU does it become clear that a multi-unit turn is in the making? In our answer we demonstrate a) cases where prosodic cues override signals of syntactic closure between TCUs within multi-unit turns and b) cases where prosodic cues disambiguate a vague syntactic projection to the effect that a multi-unit turn, rather than a single-unit turn, is to be expected. These phenomena are compared to cases where prosody does not seem to be decisive for multi-unit turn construction but rather syntax or the action-sequential context.

The analysis includes different action types, e.g. assertions, accounts and questions; depending on the action type, multi-unitness has different pragmatic motivations. Relevant prosodic parameters for the analysis are intonation (especially the occurrence of a possible final contour and pitch gestures on focal accented items), duration (especially final lengthening and rush through), pauses, loudness and voice quality. Important syntactic features are methods of clause combining, not least projectable relations between matrix clauses, subordinate and non-subordinate clauses.

Our data come from Swedish everyday and institutional conversations recorded in Finland and the prosodic analysis is controlled and illustrated with measurements made possible by the program Praat.

**Tatiana Iakovleva, Maya Hickmann, &Henriette Hendriks**

***Motion events in Russian, English and French: Implications for second language acquisition***

[contribution to the panel *Language-specific conceptualizations in linguistic and non-linguistic tasks: comparing native speakers and second language users*, organized by Flecken Monique]

Languages show striking typological variations in how they represent motion events. This diversity has been shown to influence how speakers select different types of information (Path, Manner) and how they organize them in discourse, as well as how learners construct target systems during first and second language acquisition (Hendriks & Hickmann 2010; Hickmann et al. 2009; Slobin 2006). The present study focuses particularly on the expression of motion in Russian as compared to English and French. Following Talmy (2000), English and Russian are *satellite-framed* in that they express Manner in verb roots and Path in satellites, in contrast to *verb-framed* languages such as French which lexicalise Path in verbs and leave Manner peripheral. Russian also differs from English in that its satellites include a productive system of verbal prefixes that contribute aspectual features (Krongauz 1998; Veyrenc 1980). Our study aims at determining the extent to which this property of Russian affects patterns of Manner-Path conflation with the ultimate aim of showing implications for second language acquisition.

Native speakers (12 per language) described animated cartoons showing voluntary motion carried out in various manners along one of three paths (UP, DOWN, ACROSS). As expected, speakers encoded both Manner+Path overall more frequently in Russian/English (S-framed) than in French (V-framed). However, more structural variability was observed in French and in Russian in comparison to English as the result of the particular devices encoding each component across event types. English speakers systematically used the structure in (1) with all events (Manner-verb with Path-satellite). French speakers mostly focused on Path, typically using only Path-verbs (2a), but sometimes adding Manner peripherally (e.g. gerund in (2b) for ACROSS) or conflating Manner+Path lexically in the verb (specifically *grimper* (2c)). As for Russian, two types of responses were

frequent, including Path-verbs (3ab) for UP/DOWN or Path-prefixes with directional Manner+Path-verbs (3cd) for UP/ACROSS, all of which could be combined with additional Path prepositions.

(1) English: He ran up/down/across...

(2) French:

a. Il est monté à l'arbre et il est redescendu. ('It ascended [at] the tree and descended again.')

b. Il a traversé la rue en courant. ('He crossed the street by running.')

c. Il a grimpé à l'arbre. [It ascended-upwards at the tree] ('He climbed the tree.')

(3) Russian:

a. Myška s-pustila-s'

('The mouse descended.')

b. Kot za-bral-sja na stolb.

('The cat ascended [on] the poll.')

c. Rebënok pro-polz.

[child across(PR)-crawl-dir-past] ('The child crawled across.')

d. Koška za-lezla na stolb.

[cat-fem hide(PR)-climb-dir-past on-acc-dir poll] ('The cat climbed [on] the poll.')

In conclusion, although Russian has been included among satellite-framed languages, it actually differs in important ways from both satellite- and verb-framed languages in that it expresses Path as frequently in verbs, in satellites or in both. The discussion highlights the implications of these findings for the typological status of Russian as well as for questions concerning second language acquisition, with particular attention to specific difficulties to be encountered by Russian learners acquiring either English or French as a second language.

### **Risako Ide,**

#### ***Telling stories in interviews: Stance-taking in narrative performances***

[contribution to the panel *Language use in Japanese women's narratives on marriage, childbirth and childcare*, organized by Hata Kaori]

Narratives are fundamental to our lives as we perform who we are and what our experiences are through verbal and other mediated ways of telling stories. Pointing to the centrality of narratives in socio-cultural conducts, Bruner (2010: 45) questions whether "our narrative capacity may not provide a necessary condition for living our lives in a cultural setting." Then, how are we living our lives in a cultural setting especially when we tell stories in interview contexts?

In this paper, I describe how narratives are manifested in a semi-formal interview context using interview narratives collected from two different groups of Japanese women residing in the Kanto region of Japan. One group consists of women in their 20s and 30s who experienced child birth and are currently actively taking part in child care, and another group of women in their 50s and over who have experienced child birth and child care as past events. Analyzing the video-taped interviews of these two groups, I analyze how stance-taking vis-à-vis the researcher and also the narrated event are differently conducted between these two groups as these women's experiences are maintained and legitimized through their tellings.

In the paper, I base my understanding of stance on "how speakers are necessarily engaged in positioning themselves vis-à-vis their words, their interlocutors and audiences, and with respect to a context that they simultaneously respond to and to construct linguistically" (Jaffe 2009). In particular, I pay attention to the performativity of stance-taking in the interview narrative as an interview is a unique social interaction that involves negotiation of social roles and frames of reference between strangers (Briggs 1986: 24). In the analysis of the transcripts, I pay close attention to how the interviewer and the interviewee jointly search for their stances during the course of the interview, communicatively creating the narrative context, in which context is not a situational given but continuously negotiated in the course of interaction. I also look into the ways in which multiple voices of the self as well as others are performed through quoting and reported speech to see how the narrator position herself vis-à-vis the voices of others, such as the institutions of family members or doctors.

In conclusion, I hope to show how these two groups of women take on similar and different stances towards the interview narrative, which will consequently show how they perform their social roles and identities on an interactional level.

Briggs, L. C. (1986) *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge University Press.

Bruner, J. (2010) Narrative, culture, and mind, In Schifferin, D., A. De Fina, and A. Nylund eds., *Telling Stories: Language, Narrative, and Social Life*. Georgetown University Press.

Jaffe, A. (2009) *Stance: Sociolinguistic Perspectives*. Oxford University Press.

### **Elly Ifantidou,**

#### ***Developing pragmatic competence in academic L2 instructional contexts***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

The paper examines pragmatic competence re-defined (see Ifantidou 2011) in terms of (a) an open-ended array of pragmatic phenomena, rather than a fixed set (e.g. speech acts), and of (b) meta-pragmatic awareness, rather than pragmatic ability (i.e. understanding and performance in pragmatic oral tasks). The data used draws on L2 students of English Language and Literature, University of Athens, who are exposed and assessed by pragmatic and meta-pragmatic awareness types of task. Results show that learners exhibit a consistently lower performance in the meta-pragmatic tasks with no significant difference observed between the 2008 and 2010 sample groups in the meta-pragmatic task, but a significantly improved performance in the pragmatic task in the 2010 group compared to the 2008 group (independent samples T-test). Learners' performances in the pragmatic task compared to the metapragmatic task are shown not to differ in the 2008 assessment, but to differ in the 2010 statistical assessment (Wilcoxon test). The findings suggest that meta-pragmatic awareness is harder and slower to develop, and that it appears to be consistently lower irrespective of an improved performance in less demanding pragmatic, or regular language tasks. On an individual-learner basis, meta-pragmatic awareness is shown to be an index of pragmatic and linguistic competence since a high/low meta-pragmatic score is correlated with a high/low score in the pragmatic and linguistic tasks (Kolmogorov-Smirnov statistical analysis). Longitudinal evidence will be used to assess the development of pragmatic competence in students first exposed to pragmatic tasks in fall 2010 (*Academic Discourse*) and re-assessed in spring 2011 (*Genres in English*).

Ifantidou, E. (2011) Genres and pragmatic competence. *Journal of Pragmatics* 43, 327-346.

**Anelia Ignatova,**  
***Performativity in Bulgarian***

[contribution to the panel *Aspect and performativity in Slavic languages (and beyond)*, organized by Witczak-Plisiecka Iwona]

My paper examines performatives, described as “utterances in which to *say* something is to *do* something” (Austin, 1962/1975) or as “declarations” with word-to-world and world-to-word direction in the same speech act (Searle, 2007) in relation to and with empirical data from Bulgarian, a South-Slavonic language.

The following example from Bulgarian is an explicit performative construction.

1) *Obiaviavam sabraniето za zacrito.*

declare IMP (1S) meeting-the to be close PP

I declare the meeting closed.

This utterance is said to represent a state of affair as “being the case” rather than describe or just state something. The peculiarity of structures like this make Langacker (1991) treat similar structures as exceptions to the generalization that perfectives do not occur in the simple present.

Similar to the rest of the Slavonic languages, aspectuality in Bulgarian is embodied in two big classes of verbs: imperfective (called “incomplete” verbs in my previous studies on aspect) and perfective (“complete”). Independently from this basic division, Maslov, (1985), defines limited and non-limited verbs within the big group of dynamic verbs. The marked expression of actual attainment of the limit of an action is provided by the perfective forms of limited verbs. The question we can raise here is: to what extent do imperfectives, such as *obiaviavam* in (1) contain a reference to the success or “unhappiness” of the action?

Another important issue concerns the structure (example 1) as part of the information structure of Bulgarian. The basic pattern is somewhat disrupted here (apart from the syntactic restriction it presents). Although syntactic word order is relatively free, theme-rheme, or topic-focus order in the language is quite rigid, in the sense that there is an unmarked word order: [theme+] < [rheme+] and a marked word order: [rheme+] < [theme+], (Avgustinova, 1997). A topic generally receives a zero coding but the language provides a means to make a topic salient, i.e. a contrastive focus is achieved by explicitly representing the subject of a sentence (example 2). A construction with an explicit subject in Bulgarian is similar to the English “cleft- construction”.

2) *Az obiaviavam sabraniето za zacrito.*

1S declare IMP (1S) meeting-the to be close PP

It's me, I declare the meeting closed.

Although grammatically correct, this utterance is hardly ever pronounced at a meeting. One of the reasons for that might be that performatives do not allow a marked topic (i.e. focus on the referent). Compare "I name this ship Santa Monica" with "It's me, I name this ship Santa Monica".

These issues are studied within the frameworks of Cognitive Grammar and Role and Reference Grammar. The methodology involves a semantic, syntactic and pragmatic analysis of similar structures in Bulgarian.

**Cornelia Ilie,**  
***Co-constructing gender in parliament: Public sphere, private roles?***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

The public-private relationship in the realm of politics can be regarded as an open process in which gender roles and identities are not only formed, but they also form the scope of commonly circulating notions of gender. The mantra of second wave feminism, “the personal is political,” signifies the first attempt to break down the gendered division between the private sphere attributed to women and the public sphere of men. Similar attempts have been made in the context of parliamentary communities of practice, where shifting rhetorical strategies are used and misused by both female and male MPs, who thus contribute to the ongoing co-construction and de-construction of institutional relations at the interface of public and private roles (Ilie 2010a, b).

Using the tools of discourse analysis (Schiffrin, Tannen, and Hamilton 2003), rhetoric (Ilie 2010a, 2010b), political science and gender studies (Lovenduski and Karam, 2005, Wängnerud 2005), this paper focuses on three central aspects:

- (i) how female and male MPs interact in same-gender and mixed-gender dialogue during parliamentary debates;
- (ii) how female and male MPs identify and enact authority in their professional positions;
- (iii) how female and male MPs’ rhetorical styles affect the ways in which they are evaluated and reacted to.

Since gender roles and relationships are produced and reproduced in various ways in different parliamentary communities of practice, a comparative analysis will be carried out with regard mixed-gender and same-gender behaviour and interaction patterns in the U.K. Parliament and the Swedish Riksdag. Significant parallels can be noticed between the two parliaments in terms of gender stereotypes, which reflect both institution-specific and culture-specific patterns. It will be interesting to find out in what circumstances and to what extent the private sphere of female and male MPs penetrates into the public sphere and to what extent the public sphere interferes with the private sphere. A systematic examination of women’s and men’s parliamentary interaction strategies gives clear indications about gender-related asymmetries in political representation, and women’s current role in agenda-setting and decision-making.

Ilie, Cornelia. 2010a. Strategic uses of parliamentary forms of address: The case of the U.K. Parliament and the Swedish Riksdag. *Journal of Pragmatics* 42(4): 885-911.

Ilie, Cornelia. 2010b. Identity co-construction in parliamentary discourse practices. In C. Ilie (ed.) *European Parliaments under Scrutiny: Discourse strategies and interaction practices*. Amsterdam: Benjamins.

Lovenduski, Joni and Karam, Azza. 2005. Women in parliament: Making a difference. In Ballington, J. and Karam, A. (eds.) *Women in parliament: Beyond numbers*. Stockholm: IDEA.

Schiffrin, Deborah, Tannen, Deborah and Hamilton, H. 2003. *The handbook of discourse analysis*. Malden, MA: Blackwell.

Wängnerud, Lena. 2005. Sweden : A step-wise development. In Ballington, J. and Karam, A. (eds.) *Women in parliament: Beyond numbers*, 238-247. Stockholm: IDEA.

## **Wolfgang Imo,**

### ***The temporal and dialogical foundation of language: Postpositioned evaluations and modalizations as incremental and collaborative constructions***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

In German syntax, the so-called *right verb bracket*, which is occupied either by the non-finite verbal parts or a predicative, signals a strong syntactic boundary of a clause after which – at least from a normative perspective – only few further elements are allowed to occur. Nevertheless, in spoken German one can find many instances where adjectives, adverbs or short phrases are uttered after the right verb bracket which – canonically speaking – should have been placed before it. Under an interactional linguistic and temporal perspective such structures as illustrated below in example 1 have been called “expansions” or “increments” (Auer 2007; Couper-Kuhlen/Ono 2007):

Example 1 Big Brother: bun

154 Adr *und du hast heut morgen schon schön geFRÜHstückt?*

**and you already had a nice breakfast this morning?**

155 Vero *hähä (.)*,

156 *ach ja n BRÖT-*

**oh yes a bun-**

157 *das war LECKER;*

**that was tasty;**

158 *→ VOLL.*

**→ very. (lit. fully)**

159 Sbr *so [WARM ne? ]*

**so [warm, wasn’t it?]**

160 Vero *[Echt ganz] WARM;*

**[really totally ] warm;**

While under a purely temporal perspective one might speculate about the reasons for the “misplaced” evaluative adjective “VOLL” – one reason could be that it has simply been forgotten by the speaker and therefore, due to the non-retrievability of spoken language, it has to be patched onto the utterance – a combined temporal *and* dialogical perspective reveals a striking similarity with cases where the evaluative or modalizing element is produced by *another* speaker:

Example 2 Big Brother: did you like it here

326 Vere HIER kannste ; ((lacht))

**here you can;**

327 Vero ((lacht)) na JA;

**((laughs)) oh well;**

328 Vere na JA; ((lacht)) hhhh

oh well; ((laughs))

329 aber hat dir ge FALlen hier ;

**but you liked it here;**

330 Vero → VOLL .

→ **very. (lit.: fully)**

331 also ich wär [ECHT gern länger geblieben.]

**well I really would have liked to stay longer.**

332 Vere [das die HAUPTsache. ]

**that's what counts.**

In this case, Vero uses the adjective „VOLL“ to answer to Vere’s question and thus exploits the syntactic structure delivered by Vere to attach her evaluation.

According to Linell (2005: 21) grammar can be viewed as a product of its temporal and dialogical setting: „Interactional, spoken language is designed to cope with meaning-making in specific situations, and in real time and space. It has its home base in talk-in-interaction, which is a complex social interplay between actors.”

The proposed paper intends to give an analysis of post-positioned evaluations and modifications under precisely such a perspective, combining temporal and dialogical explanations to achieve a full explanation of their forms and functions.

Auer, Peter (2007): Why are increments such elusive objects? In: *Pragmatics* 17, 647-658.

Couper-Kuhlen, Elizabeth and Tsuyoshi Ono (2007): ‚Incrementing‘ in conversation. A comparison of practices in English, German and Japanese”. In: *Pragmatics*, 17, 513-552.

Linell, Per (2005): *The Written Language Bias*. Routledge.

## **Tomoyo Inenaga,**

### ***Analyzing Discourse in Japanese Parenting Magazines In Terms of Critical Discourse Analysis (CDA)***

[contribution to the panel *Femininity and masculinity in Japan: Pragmatic analyses of their representations in discourse*, organized by Takagi Sachiko]

This study will conduct a critical discourse analysis (CDA) by examining three types of Japanese parenting magazines for mothers and fathers: *Nikkei Kids* +, *AERA with Baby*, and *AERA with Kids*.

In recent years, various types of childcare magazines have been published in Japan, for example, parenting magazines for not only nonworking mothers, but also working mothers, fathers, and both mothers and fathers. This situation leads us to assume that the society does not regard childcare as something that only mothers engage in; instead, mothers’ and fathers’ roles are represented relatively equally, except for what only mothers can perform such as breastfeeding.

Then, based on two frameworks of CDA established by Norman Fairclough (1992, 2003), the “three-dimensional model,” and the “genres, discourses, and styles” model, this study will analyze the representations of maternity and paternity in these parenting magazines.

Fairclough (1992) analyzes discourse in terms of three dimensions: (1) text, either written or spoken; (2) discursive practice, including text production, distribution, and consumption; and (3) social practice. In line with this model, Fairclough’s analytical framework is as follows: (1) analysis of text through linguistic analysis of mainly lexical items, grammar, and pragmatics; (2) analysis of discursive practice through analysis of the processes of text production, distribution, and consumption; and (3) analysis of social practice through analysis of the social and cultural situations in which discourses are situated. Social practice is a completely abstract concept that includes other varieties of behavior as well as language behavior. Fairclough (1992: 71) insists that “discursive practice doesn’t contrast...with social practice: the former is a particular form of the latter.” Therefore, analysis of text is included in analysis of discursive practice, which is included in the analysis of social practice. Thus, the three-dimensional conception of discourse forms a nested structure.

This study will use an analysis of discursive practice in the above three parenting magazines to identify those factors in the magazines that constitute the “order of discourse,” that is, the hegemonic social norms of language use, pertaining to fatherhood and motherhood. To achieve this, it will examine how these magazines’ texts are

produced, distributed, and consumed. Among the various elements that constitute the order of discourse, Fairclough focuses on (1) genres, (2) discourses, and (3) styles (2003: 26). He defines genres as “ways of acting and interacting in the course of social events” (2003: 65), discourses as “ways of representing aspects of the world—the processes, relations and structures of the material world, the ‘mental world’ of thoughts, feelings, beliefs and so forth, and the social world” (2003: 124), and styles as “ways of being, identities” (2003: 159).

Therefore, by identifying genres, discourses, and styles, this study will consider what assumptions these magazines are founded on, for example, the fact that mothers and fathers share childcare activities equally or that they do not have to share their duties equally, but play different roles in childcare, to clarify the “ideological common sense” of maternity and paternity in public discourse.

**Songthama Intachakra,**

***The significance of ‘withholding our desires’ in emancipatory politeness***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

Linguistic politeness will benefit much more from looking beyond what the ‘rational face-bearing agent’ (Ide 1989) does in enacting politeness and the presumption that interactants always cooperate in interaction (Pinker 2007). In this presentation, the issue to tackle first and foremost is how best we could explain the working of interactional practices that are intrinsically ‘polite’, but if viewed in terms of most Western-originated theories, could indicate that irrationality (i.e. thought vs. word contradiction) is taking place. According to the Euro-American theories, it is assumed that politeness is achieved through an act of intentionality; that is, if a speaker has a message (coupled with a polite intention), the speaker will express that thought in such a way that the hearer can work out what is in the speaker’s mind somehow. Consider when a genuine offer is extended to a hearer genuinely eager to accept it. Theories based on Western thinking tend to focus exclusively on cases when a rational hearer responds rationally by accepting the offer through different direct and indirect politeness strategies. Such a standpoint leaves the hearer whose culture encourages offer refusals (even though the hearer wishes to accept it), in the unfortunate position of an impractical, non-truth-committal thinker.

Reminiscent of the latter area of interaction, the ideas developed in this paper is couched in the principle of *khwa:mkre:ngjai* (or KKJ, for short), roughly translated as ‘concern for the *hearts*’ (of others’) or the wish not to cause a burden, trouble or inconvenience. I propose that KKJ works in accordance with two supermaxims: Maximise other-accommodation and Maximise self-effacement. For the current study, acts of KKJ in Thai culture were observed and interpreted in the estimation of Thai native speakers. Four broad behaviours identified are: ‘non-communication’, ‘epistemic displacement’, ‘explicit self-effacement’ and ‘hedged intentionality’. I am inclined to think that if one wants to adhere to KKJ to the best of one’s ability, both supermaxims should be attended to at the same time. Considered within this perspective, these behaviours (especially the first and second) run counter to the individualist and transactional ideology prevalent in the mainstream approaches to politeness and can thus be taken to illustrate irrational or even ‘impolite’ actions. In the eyes of Thais, however, it is complimentary and in fact very ‘rational’ to abide by KKJ, and people of any language, race or orientation may likewise be depicted as engaging in it every now and again.

Attempts will also be made to make sense why ‘withholding our desires’ in interaction can show politeness (at least) in Thai culture, to describe the pragmatic descriptions and processes of KKJ and to put forward a binary view of rationality (i.e. means-to-end vs. rapport-oriented), in response to a call for politeness research to move away from the confines of face, (means-to-end) rationality and individuality as analytical tools.

**Michael Israel,**

***Logic, Emotion and the Pragmatics of Negation in the Sonnets of Millay***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

While the basic meanings of natural language operators like *and*, *not*, *all*, and *some* may be logical in nature, the ways such constructions are used in discourse sometimes has more to do with the communication of pathos and ethos than with the expression of rational thought.

This study examines the use of negation and other logical operators in a corpus of lyric love poetry, with a special focus on the sonnets of Edna St Vincent Millay. Since poetry is a deliberately extraordinary genre of language use, this may seem to be a dubious strategy for understanding the pragmatics of ordinary language; however, precisely because poetry is highly composed and contrived for particular rhetorical ends, it provides an ideal field in which to observe the ways those ends may be achieved and the sorts of constructions used to achieve them.

My goal here is to understand the semantic and pragmatic factors which contribute to the emotional impact of a text. I begin with a simple hypothesis — the *involvement hypothesis* — that, all things being equal, the emotional impact of an expressed proposition correlates directly with its logical complexity. The basic idea is that logical operations and inferences require cognitive effort, and that the effort required to process or derive a proposition

will contribute to the intensity of the feelings that proposition evokes. Among other things, the hypothesis predicts that logical negation, which is relatively difficult to process, should have a greater emotional impact than less costly operations like conjunction or disjunction, and that communicated propositions which are derived by implicature may be felt as more moving than propositions which are directly entailed by a text.

Preliminary evidence in support of this hypothesis comes from an analysis of the frequency of negative constructions in a small corpus of prose and poetry where it is found that negation appears to be especially frequent in more sentimental texts (like Millay's sonnet cycle *Fatal Interview*), and especially infrequent in less emotional texts (like Darwin's *Descent of Man*).

The bulk of my argument, however, comes from a broad survey of the uses of negation found in Millay's poetry and a detailed analysis of its role in the logical structure of two of her more famous sonnets, "Love is not all. It is not meat nor drink" and "If I should learn in some quite casual way". Here I draw on work in Cognitive Grammar and Neo-Gricean pragmatics to elaborate the conceptual operations required of a reader to understand these poems and show how these operations contribute directly to the poems' emotional impact.

I conclude by briefly considering the prospect for further empirical work testing the involvement hypothesis, and argue that such work will be necessary for a full understanding of the role of logical operators in ordinary language use.

### **Shimako Iwasaki, Satomi Kuroshima**

#### ***Strategies to produce multi-unit turns through clause-chaining and multimodal resources***

[contribution to the panel *Emerging units in embodied interaction*, organized by Keevallik Leelo]

This paper investigates how larger projects such as story-telling and reporting in Japanese interaction are produced through clause-chained "turn-constructive units (TCUs)" and multimodal resources, demonstrating how coparticipants collaborate in constructing such TCUs. The notion of TCU is based on reaching a possible completion point which is projectable thus recognizable for participants. However, in Japanese conversations the use of clause-chaining strategies allows speakers to connect clauses infinitely and thus composing a multi-unit turn makes it difficult for hearers to project possible completion points where the transition to the next speaker becomes relevant. Examples of the extended turns composed by linked non-finite clausal components show that Japanese has complex compound TCUs that make possible completion points and transition-relevance places equivocal. Through the investigation of the multimodal practices associated with clause-chaining found in video data of natural conversations, this research illuminates how speakers convey opportunities for the hearers to contribute to the unfolding talk and collaboratively co-construct multi-unit turns.

Examining the interaction of multimodal resources such as syntax, gesture, and prosody, this research builds on previous studies of turn construction in Japanese and advances our understanding of how turns are incrementally constructed and projected. Multi-unit turns are designed to effect the emergent and incremental intra-turn organization of actions. Expanding the notion of 'turns-at-talk' and proposing additional frameworks for the organization of multi-party participation, the findings demonstrate how the emerging units inside a turn are organized vocally and bodily, and explicate how units are constructed as collaborative and reflexive products between the speaker and hearer(s) in temporally unfolding interaction.

### **Katsunobu Izutsu, Mitsuko Narita Izutsu**

#### ***From discourse markers to modal/final particles: What the position reveals about the continuum***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

The present paper proposes a notional account for Japanese, Korean, and English analogs of "modal particles." Although it is controversial whether Japanese has genuine "modal particles," some connectives like *dakara* 'so,' *demo/sikasi* 'but,' and *sosite/hoide* 'and' count as comparable expressions. They serve as discourse markers in (1), while they take on an air of modal particles in (2). In the latter, *dakara* does not so much stand for cause/reason as for the speaker's irritation. Such a function is more characteristic of *sikasi*, *sosite*, and *hoide* in the Osaka, Sapporo, and Hiroshima dialects, respectively. As discourse markers, the connectives can occupy clause-internal positions as well as clause-initial/final positions as in (1). In their modal particle use, however, they do not occur felicitously in the internal position as in (2); *sikasi*, *sosite*, and *hoide* even refuse the initial position, occurring only in the final position. *Hoide* has grammaticalized into a final particle (Fujiwara 1993: 183).

(1) (In response to A's utterance that means 'I'm afraid it may rain.')

B: *un. (dakara)kyoo wa (dakara)kasa (dakara) motteikoo te (dakara) omotte(dakara).*  
yeah so today TOP so umbrella so take that so think so

'Yeah. So I think I'll take an umbrella with me today.'

(2) (In response to A's utterance that means 'Take an umbrella with you, because it may rain.')

B: (*dakara*) *sonnano* (?*dakara*)*iranai* *tte* (?*dakara*) *itten* *zyan* (*dakara*).  
 so such.a.thing so be.unnecessary that so be:saying ain't so  
 'I'm saying I don't need such a thing, ain't I?'

Shinzato (2006: 20) postulates that the full-fledged Japanese clause has a nested structure like (3). The clause-initial/final positions correspond to the "(inter)subjectivity," and the clause-internal position to the "event." Discourse markers can occur in either the (inter)subjectivity or event, while their modal particle uses are limited to the (inter)subjectivity.

(3) [intersubjectivity [subjectivity [event] subjectivity] intersubjectivity]

Traugott (2007: 142) notes that what modal particles in German, Dutch, and French have in common is that "they are fairly rigidly restricted to a language-specific clause-internal position," acknowledging that such positioning seems "language-specific." The restriction in position can be viewed as a symptom of grammaticalization into modal particles. Although German, Dutch, and French modal particles "are in many cases untranslatable into English, and indeed in this tradition English is said not to have any modal particles" (*ibid.*), Australian and Irish varieties have "final *but*," which behaves like a final particle in Japanese. Chinese also confines their modal particles to the clause-final position. In Japanese and Korean, the functions of discourse markers and modal particles in German, Dutch, and French are typically marked in clause-final connectives and final particles, respectively. The development of discourse markers into modal/final particles is reflected in the position where they occur in the clause. A cross-linguistic consideration based on notional analysis unveils striking similarity between the languages that have modal particles and those that do not (or that are said not to): (inter)subjectivity marking by a particle in a restricted position.

### Narita Mitsuko Izutsu, Katsunobu Izutsu

#### *Truncation and backshift: Two syntactic sources of sentence-final conjunctions*

[contribution to the panel *Cross-linguistic and Diverse Theoretical Approaches to Japanese and Korean Sentence-final Particles*, organized by Shinzato Rumiko]

Mulder and Thompson (2008, 2009) claim that final *but*, notably observed in Australian English, has progressed through a grammaticization continuum with no "leap" (2008: 196), which starts as an "initial *but*" and goes through "Janus faced *but*" to "final *but*." However, on the basis of syntactic and phonological evidence we have argued that two types of final *but*, which Mulder and Thompson call "final 1 (final hanging) *but*" and "final 2 (final particle) *but*," derive from two different syntactic sources: TRUNCATION and BACKSHIFT (Izutsu and Izutsu 2010). Final hanging *but*, which has the structure of [X *but*], is analyzable as resulting from cutting [Y] off the underlying compound sentence structure of "X [*but*.] Y," while final particle *but*, [Y *but*], involves backshifting of *but* (i.e., using the conjunction after Y). The truncation- and backshift-derived *buts* are associated with different discourse-pragmatic meanings/functions with the former serving as strengtheners/intensifiers while the latter serving as triggers for inviting inferences/utterances.

The present paper shows that truncation and backshift similarly manifest in Common Colloquial Japanese conjunctions such as *demo* 'but' and that the backshifted usage has some dialectal developments. The Osaka dialect has another backshifted use of 'but' (*sikasi*), and the Hokkaido and Hiroshima dialects have a comparable backshifted use of 'and' (*sosite/hoide*). These conjunctions, when placed in the final position, have sometimes lost their original connective sense of 'opposition' or 'sequence/addition' and gained a new discourse-pragmatic function of strengthener/intensifier. The present paper demonstrates that such truncation- and backshift-derived Japanese conjunctions have distinct discourse-pragmatic functions analogous to the two final *buts*, giving an explanation of why such discourse-pragmatic differences arise from the two syntactic sources.

We argue that the function of strengtheners/intensifiers associated with backshift emerges via a process called exaptation, "a process whereby clauses, phrases, words or other units are taken out of sentence grammar and are deployed for use as units of discourse organization" (Heine 2010). A conjunction, whose prototypical position is sentence-initial, is used at the sentence-final position, a prototypical position of the (inter)subjective meaning (e.g., Masuoka 1991, Shinzato 2006). Since it is intentionally deployed for expressing a speaker's (inter)subjective attitude, it generally acquires a discourse-pragmatic function typical of the sentence-final position, thus somewhat behaving like strengtheners/intensifiers. On the other hand, we consider that invitational tones characteristic of truncation is motivated by two distinct discourse-pragmatic goals, which could be referred to as negative and positive goals. The former is associated with a speaker's hesitation or reluctance to continue his/her speech, which is thus regarded as an "avoidance-based" speech behavior (Brown and Levinson 1987: 70). The latter goal is more concerned with an "approach-based" speech behavior (*ibid.*). A speaker tactically stops his/her utterance for the purpose of inviting the addressee to infer about the continuation of the utterance or to participate in the on-going discourse.

### Geert Jacobs,

#### *The news that wasn't: A case of broadcasting ethics v. intermedia agenda setting*

[contribution to the panel *More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices*, organized by Perrin Daniel]

Recent work in the field of media discourse studies has shown the need for a process perspective on the news, one which is not limited to an analysis of news products (newspaper articles, broadcast interviews, etc.) but includes the interesting, mostly backstage, newsmaking dynamics that underlie them (cf. NT&T forthcoming). In this paper we will contribute to this development by demonstrating that the added value of such a more holistic media linguistics is particularly clear when it comes to those stories that do not make the news, those potentially newsworthy events that do not pass the ‘gate’ kept by journalists.

This paper presents the case study of the coverage of the Belgian regional elections in 2009. In particular, we will zoom in on the complex editorial decision-making of a TV news journalist who pursues the story of a political candidate of Turkish origin who wears a traditional veil and whose campaign photo is alleged to have been reframed in order to hide the veil. From the morning storyboard meeting where the case is negotiated, across a seemingly endless and painstaking pro-active process of sourcing and doublesourcing, to the final decision to abandon the story (only to find out that it was covered by a number of other competing media), the case offers a wide range of rich points which highlight the clash between broadcasting ethics and intermedia agenda setting (where the news is defined not as what journalists consider intrinsically right to report but simply as what other media report – cf. Messner & Distaso 2008).

The single case study presented in this paper is based on fieldwork conducted at the TV newsdesk of the Belgian French-language public broadcasting corporation in Brussels. Our approach draws on linguist ethnography (Rampton et al 2004). Within the framework of the ‘More than mixed methods’ panel, our focus is on how a transdisciplinary perspective, combining insights and tools from various fields (including discourse analysis, interactional sociolinguistics and journalism studies) sheds interesting new light on editorial routines and the coverage they result (or do not result) in.

Messner, Marcus and Watson Distaso, Marcia, 2008. The source cycle. How traditional media and weblogs use each other as sources. *Journalism Studies* 9 (3), 447-463.

NT&T. Forthcoming. Towards a linguistics of news production. *Journal of Pragmatics*.

Rampton, Ben et al, 2004. UK Linguistic Ethnography: a discussion paper. Unpublished paper. Available online: [http://www.ling-ethnog.org.uk/documents/discussion\\_paper\\_jan\\_05.pdf](http://www.ling-ethnog.org.uk/documents/discussion_paper_jan_05.pdf)

**Yassine Jaouad,**

***"Attitudinal Negativity" as a culture-specific communication pattern in the Moroccan linguistic community***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

This research is based on the empirical investigation that was conducted by three Master students in the Communication Master Program (CadiAyyadUniversity in Marrakech, Morocco). Data were collected by recording naturally occurring conversations.

The ultimate objectives of this presentation is to highlight the relevance of culture-specific communication patterns and thus, question the claims of the universal human communication methods, which have been often associated with various and modern models of communication

In my presentation, I would like to characterize a discernible communication pattern which is common in the Moroccan linguistic community; namely, what I will call “Attitudinal Negativity” (AN, in short). By “Attitudinal Negativity” I mean a Pragmatic Mood (PM) that has the following characteristics:

- 1-PM usually has a scope over the whole conversational participation of one participant in a conversation (C).
- 2-Typically, each turn of the conversational participation showing Pragmatic Attitude (PA) ends with an incomplete sentence.
- 3-S (Speaker) intends to use the incompleteness of his or her sentences to reflect his or her negative attitude (rejection or refusal) towards the situation S is referring to by his or her contribution in C.
- 4-Typically, each turn in the conversational participation showing PA starts with the address term *awddi* (Lit “My dear friend”)
- 5-S intends the use of the address term *awddi* to mitigate his or her negative attitude (rejection or refusal) towards the situation S is referring to.
- 6-Typically, each turn in the conversational participation showing PA involves a coordinated phrase of two negated existential verbs (*ma-kayn la ... wala ... “there is neither ... nor ... ”*).

By “the Moroccan linguistic community” I mean the users of Moroccan Arabic in the Western part of North Africa. Despite the ethnic and cultural diversity characterising this area, I will assume that a discernible level of cultural and linguistic homogeneity is operative in this part of the world.

**Margarita Jara Yupanqui,**

### ***Semantic-pragmatic Values of the Present Perfect in Peruvian Spanish Narratives***

[contribution to the panel Perfect evolution across languages and dialects: Semantic change and pragmatic motivations, organized by Rodriguez Louro Celeste]

Tense, aspect and mood have pragmatic functions in most languages (Traugott, 1995a, p. 5), as reported by several studies (Hopper, 1979; Schiffrin, 1981; Wolfson, 1982). On a similar note, this paper analyzes the discourse functions of the Present Perfect (PP, e.g. *He leído un libro esta semana*) in narratives (see example below) and the extent to which the appearance of PP forms involves pragmatic significance and subjective expressiveness. This study explores the reported incursion of the PP upon the narrative spaces of Preterit (PRET, e.g. *Leí un libro esta semana*) in Peruvian Spanish (PER) (Howe, 2006; Howe & Schwenter, 2003; Jara Yupanqui, 2006). It investigates the variable use of PRET and PP in narrative contexts to determine the constraints placed on past form variation within narrative discourse due to narrative structure and factors such as Aktionsart (states, activities, accomplishments, achievements) and the semantic verb class (movement, communication, perception, etc.) (Copple, 2009: 87).

1. Eso *fue* aproximadamente a los once años, más o menos, o doce años *ha sido*, que yo estaba pasando por una calle céntrica de Villa El Salvador. *orientation*
2. En eso me intercepta uno de los delincuentes, que son dos, pero uno nomás en ese momento. *complicating action*
3. *Agarró*, se me *acercó* y me *pidió* mi reloj ¿no?
4. *Fue* en ese momento que *sentí* un gran susto, porque era la primera vez que me estaban robando. *internal evaluation*
5. Un momento de pánico para mí ¿no?
6. O sea que me *puso* en un aprieto.
7. Yo *tuve* que [dejar] el reloj y correr. *result*
8. Seguramente que él pretendía hacerme algún daño, alguna arma punzocortante ¿no? De repente me iba a hacer daño ¿no? *internal evaluation*
9. Yo *tuve* que correr, salir de allí, bueno, entregárselo para evitar que de repente no me vaya a hacer algún daño ¿no? *result*
10. Ese *fue* mi... [primer asalto] *coda*

The corpus consists of sociolinguistic interviews carried out in Lima in 2003. For this study we have selected the working class participants. There is a total of 13 hours of interview (95, 077 words) from which we extracted 31 narratives of personal experience (NPEs) following Labov's (1972) definition of narrative as a succession of events that happened in a speaker's life and are expressed by a sequence of clauses that mirrors the succession of the original events (359-360). In addition, to determine the structural components of our own narratives, we base our analysis on Labov & Waletzky's (1967/1997) who argue that narratives of personal experience often display orientation, abstract, complication, evaluation, resolution, and coda.

This study has several aims. It seeks to (i) discover whether the PP advances into peripheral narrative structures (i.e. orientation, abstract, resolution, and coda) as suggested by Hernández (2006); (ii) determine whether these uses have discourse or metadiscourse functions and if they are increasingly based on the speaker's efforts to convey relevance to his proposition in the communicative situation as observed in several studies (Carey, 1995; Company Company, 2006; Traugott, 1995b); (iii) establish the degree of encroachment of the PP into the spaces of the PRET.

Thus, synchronically, this research aims to provide evidence of the discourse-pragmatic functions of the PER PP within NPE and to investigate whether the subjectivity observed in the PP uses within NPE corresponds to Howe's (2006: 210) suggestion that the PER PP seems to follow a subjectification path as defined by Traugott (1989, p. 35).

### **Katarzyna M. Jaszczolt,**

#### ***Speaker Intentions and De Se Beliefs***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

I propose to look at *de se* belief reports in the light of the current debate between minimalism and contextualism, or, more generally, the debate concerning the semantics/ pragmatics interface. Sentence (1) pertains to the well-quoted situation discussed in Perry (1979: 3) in which the author follows a trail of sugar on the supermarket floor, seeking the shopper responsible for the mess and not realising he himself is the culprit.

- (1) I believe that man is making a mess.

When he realises the identity of the agent, his belief *changes* to (2).

- (2) I believe I am making a mess.

On my analysis, (2) secures the self-attributive reading via the default output of grammar in the sense of Chierchia (2004) and Schlenker (2003). It acquires the representations in (2a)-(2c) in the three versions of minimalism: minimal semantics (MS, Borg 2004), insensitive semantics (IS, Cappelen and Lepore 2005), and

radical semantic minimalism (RSM, Bach 2006). On the other hand, (1) can only receive the self-attributive interpretation contextually.

(2a) MS: The contextually salient speaker believes of himself/herself that he/she is making a mess.

(2b) IS: John Perry believes of himself that he is making a mess.

(2c) RSM: Someone believes of himself/herself that he/she is making a mess.

I assess two orientations in contextualism: free modulation (FM, Recanati 2004) and the hidden-indexical theory (HIT, Schiffer 1992). (2) obtains the representations in (2d) and (2e); (2e), after filling in the *m* argument, collapses to (2d).

(2d) FM: John Perry believes of himself that he is making a mess.

(2e) HIT: There is a contextually salient *m* of a type  $\Phi^*$  and John Perry believes of John Perry that he is making a mess, under *m*.

→ John Perry believes of himself that he is making a mess.

I point out that self-attribution, when present in the speaker's referential intention, is a constituent *sine qua non* of both minimalist and contextualist representations. For the first-person indexical, it is secured as the default output of the grammar; for other types of referring expressions, self-reference is secured by a derivative of a neo-Fregean mode of presentation. In belief reports such as (3), the cognitive access to oneself on the default reading is a direct concomitant of the reference-securing function of a strong, default referential intention predicted by Default Semantics (Jaszczolt 2009, 2010).

(3) John believes he is making a mess.

*A fortiori*, the discussion of a unified theory of *de se* and *de re* belief reports approaches the problem from a wrong angle (cf. Maier 2005, 2009); the speaker's privileged access to himself/herself is always externalized in the act of communication, be it via grammar as in (2), context, as on some readings of (1), or default reading as in (3), and this fact should be given its due place in any theory of *de se* beliefs.

**Sabine Jautz,**

***Of eavesdroppers, informers and the format itself: Different kinds of influence on radio phone-in calls***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

Conversations as part of radio phone-ins are at the same time one-to-one and one-to-many interactions: Hosts and callers talk to each other, but also to the overhearing audience. Callers are part of two communication circles (cf. Burger 2005): the inner one while they are talking to the hosts and the outer one before and after this conversation when they are "just" part of the audience at large. Addressing the audience pertains especially to hosts. It is part of their job to take care of meeting the expectations of callers and audience alike. Hosts are assisted by editors or switchboard operators who are in charge of technical possibilities to allocate the floor. Furthermore, they provide – as an indirect source (cf. Levinson 1988) – hosts and callers with information which the latter two would negotiate directly if they had a different format of interaction.

This can be illustrated especially in conversational openings and closings, which are largely managed by the hosts of phone-ins. Callers are usually introduced by hosts with their names, their place of residence and the topic of their contribution. Such an introduction shows that the host has already been informed about these details by the switchboard staff and uses them not only to greet the caller and summon them to speak, but also to inform the overhearing audience of who is talking. The hosts themselves are not introduced anew in each conversation as they are "known" to caller and audience alike. An asymmetrical relation as well as different rights (and obligations) in conversational management becomes also apparent at the end of conversations. It is hosts who bring the conversation to an end – for instance with a reference to the time frame available for the conversation within the phone-in, with a summary of the caller's point of view, an expression of gratitude for the contribution and a farewell. The caller is often not given the opportunity to respond to such closing remarks. This highlights once more the special status of conversations in phone-ins (compared to, for instance, face-to-face conversations of two people) as well as the presence of an overhearing audience: Especially a summary of the caller's point of view is addressed to them, as it is not necessary to remind callers of their own opinion.

In the paper examples from different phone-in shows comprised in the British National Corpus will be analyzed. The twofold focus is on linguistic means employed by the conversational partners mirroring these different kinds of influence: On the one hand, an awareness of the format "phone-in" will be demonstrated (concerning technical peculiarities as well as information flow) and on the other hand, the presence of an overhearing audience will be shown to feature in the interlocutors' utterances even if they do not address the audience directly.

**Laura Jenkins,**

***'Selective sympathy: Parents' responses to children's expressions of pain'***

[contribution to the panel *Emotion displays as social action*, organized by Koole Tom]

In this paper expression and formulation of bodily sensations are examined as elements of interactional practice, produced through talk and gesture (cf. Heath, 1989). I will draw upon a corpus of 21 video-recorded mealtimes with three British families who have children with a chronic illness. The focus will be on how children's expressions of pain are responded to by their parents.

I will first set out how children's displays of bodily sensations are delivered with lexical formulations, pain cries, prosodic features of upset and embodied actions. These components have elements which function to display emotion, whilst also conveying informational content.

Analysis reveals several forms of response that are more or less affiliative. Parents may 1) produce a diagnostic explanation for the pain, 2) propose remedies to alleviate the discomfort, 3) continue to promote the ongoing activity potentially resisted by the expressed pain or 4) explicitly express doubt as to the existence of the suffering.

I examine how these response forms orient to the informational element of the expressed suffering, and refrain from attending to the emotional aspect of the reported experience. I will consider the interactional consequences of the way these responses treat and re-embed the painful situation as a problem rather than an emotional 'trouble', and what this says about the way in which children's displays of emotion are dealt with in mealtime interaction.

Heath, C. (1989). Pain talk: The expression of suffering in the medical consultation. *Social Psychology Quarterly*, 52; 113-125

**Marjut Johansson,**

***Changing genres and hybrid participation in online newspapers***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

The emergence of new political media genres or the use of old ones has brought about the question of genre dynamics and changing participation activities in the public sphere. Even if genres are seen as conventionalized forms, they are situated in time and place. Any sociocultural changes there may be, such as the contemporary interconnectedness of private and public spheres (Koller & Wodak 2008), are reflected in genres. My objective is to see how communicative action is framed, and what type of participation practices and activities there are in online newspapers.

The notion of participation has received different interpretations, according to the communicative model it is based on. Although Goffman's participation framework invites one to dissect participant roles, these remain static and fixed, since they are based on an explanation of interpersonal and face-to-face communication. In the case of mediated genres, such as political interviews on TV, it is possible to distinguish two frames of interactions: first, that of the speakers engaged in discussion within a studio, and second, their relationship with the audience. This view not only reflects the role of receptive participation of overhearers in Goffman's sense, but also a transmission model of mass communication. Recently, in media studies, participants are interpreted as users who are engaged in relational processes enhanced by interactivity, feature of media infrastructure connecting artifacts and practices (Lievrouw 2009).

In order to account for computer-mediated contexts, participation has to be examined as complex dialogical activities, as well as sociocultural practices of communicative action (cf. Goodwin & Goodwin 2004, Linell 2009). "Traditional" news article with journalistic stance can be combined with news video that can represent a familiar broadcast genre, such a news clip or an interview, but it can be something entirely different, originating from non-institutional source. These can provide an explicitly subjective stance towards a particular news event. Reacting in discussion forums allows for users self-mediation and engagement in an intersubjective negotiation of meanings and affective stances. In these processes genre boundaries are blurred and participation activities become hybrid.

My data will consist of online editions of national French newspapers and their discussion forums, as well as French TV interviews of a political nature from various times.

Goffman, E. 1981. *Forms of Talk*. Oxford: Basil Blackwell.

Goodwin, C. & Goodwin, M. H. 2004. Participation. In Duranti, A. (ed.), *A Companion to Linguistic Anthropology*. Malden, MA: Blackwell, 222-244.

Koller, V. & Wodak, R. 2008. Introduction: Shifting boundaries and emergent public spheres. In: Koller, V. & Wodak, R. (eds) *Handbook of Communication in the Public Sphere*. Berlin & New York: Mouton de Gruyter, 1-17.

Lievrouw, L. A. 2009. New media, mediation, and communication study. *Information, Communication, and Society*, 12:3, 303-325.

Linell, P. 2009. *Rethinking Language, Mind, and World Dialogically. Interactional and Contextual Theories of Human Sense-making*. Charlotte, NC: Information Age.

**Alison Johnson,**

***"Dr. Shipman told you that..." Judicial quotation in summing-up the Harold Shipman trial.***

[contribution to the panel *Quoting from the case file: intertextual practices in courtroom discourse*, organized by D'hondt Sigurd]

The Criminal Justice and Public Order Act 1994 made changes to the police caution in England and Wales and it now contains the line: 'You do not have to say anything, but it may harm your defence, if you fail to mention, when questioned, something which you may later rely on in court', which means that juries have the right to draw adverse inferences from silence. Coupled with this, in their summing-up of cases judges summarise the salient points of a trial and 'direct' the jury in their deliberations. Summing-up includes: direct quotation, paraphrase of words and reference to their absence (i.e. silence), and recontextualisation of words quoted first in police interviews and then in the trial, e.g. 'In cross-examination Dr. Shipman was reminded of Detective Constable Beard's evidence as to what Dr. Shipman had said on the 14th August 1998' (Shipman Trial 2000 day 52 <[www.the-shipman-inquiry.org.uk](http://www.the-shipman-inquiry.org.uk)>). This paper looks at the quoting of earlier quoting in the ten days of summing-up in the Shipman trial. Who and what does the judge quote and what evaluative use does he make of this quotation? A corpus-based approach is used to conduct a large scale corpus study that accounts for meaning-making and patterns of practice. It is situated in a theoretical context that sees a range of terms for this practice, from work on 'reported speech' (Clift and Holt 2007) to 'recontextualisation' (Blackledge 2006; Iedema and Wodak 1999; Sarangi 1998; Wodak 2007), 'intertextuality' (e.g. Briggs and Bauman 2009; Tannen 2006) and 'embedding' (Bal 1981). Sarangi and Brookes-Howell (2006:6) define it briefly as "how prior talk, text and context are reproduced and transformed in dynamic, dialogic fashion with consequences for meaning making". We shall see that embedding reported speech is a highly selective and thus powerful resource of reproduction, which, as Sarangi and Brookes-Howell (2006) point out, "favours the professional perspective". The act of embedding fragments of the police interviews in summing-up in trial discourse is about giving that talk a judicial perspective and the selective power of embedded and recontextualised narrative fragments creates powerful institutional meanings for the jury to respond to.

**John E. Joseph,**

***The Pragmatics of Political and Scientific Discourse on Drugs Policy***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

Bruno Latour's *We Have Never Been Modern* (1991) opens with a look at how modern political and scientific discourse began simultaneously within the discursive community of the Royal Society, specifically in the writings of Hobbes (who wrote on science as well as politics) and Boyle (who wrote on politics as well as science). Latour analyses how the two genres developed in relation to one another, as well as to the earlier religious discourse, which became transmuted in their wake. From his analysis emerges a consideration of how the 'natural' is treated as both pre-determined and constructed by human beings, and of how the same apparent contradiction or tension applies to the political and social. Applying Latour's ideas to the contemporary discourse of the politics of science, and focussing specifically on recent disputes over the relative authority of scientists and politicians in determining drugs policy, this paper argues that a genre characterisable as 'predescription' —a hybrid of prescription and description —inevitably takes the place of actual description in this area, where ethical considerations prevent administering banned harmful substances to human experimental subjects and increasingly to non-human ones. The result has been a severe discursive tension for the psychopharmacologists, who have been trained to understand their work only in terms of the descriptive data it produces, and to treat political application of the data as something of a different (and inferior) order. The paper proposes a way out of the impasse based on a Latour-inspired reformulation of the discourse-pragmatic parameters involved.

**Riitta Juvonen,**

***Concessive rhetorical patterns in Finnish matriculation essays***

[contribution to the panel *Explicit vs. implicit evaluation*, organized by Shore Susanna]

This paper deals with concessive rhetorical patterns and their evaluative and interactional function in Finnish matriculation essays. In the essay, the candidate is required to discuss the topic given in the set question. Discussion, as a textual phenomenon, requires interaction between the writer and the presumed reader (cf. G. Thompson 2001).

This paper focuses on concessive *että* ('that') clause complexes and the rhetoric structures they form. I shall demonstrate that these structures have evaluative, cohesive, and interactive functions in the text (cf. Hoey 2001; Verhagen 2005). Since my data includes both essays that have been given high and low grades, I shall also discuss how these structures vary in regard with the writers' skills. The data for my research is comprised of 160 essays written for the Finnish mother tongue matriculation essay in 2005.

Concessive relations may be signalled different ways: The most explicit cues that help recognize the relations are the use of conjunctions and connectives (e.g. *mutta* 'but', *kuitenkin* 'nevertheless' *pikemminkin* 'rather'). However, it has been demonstrated (e.g. G. Thompson & Zhou 1999; Couper-Kuhlen & S.A. Thompson 2000)

that certain evaluative structures may function as cues for a concessive relation with or even without a conjunction or connective, and they can combine not only clauses but also larger stretches of text. The cohesive function of these structures is partly based on the interaction between the writer and the presumed reader: the writer invites the reader to share his or her viewpoint to the current topic. The following example illustrates this:

**On tervettä** , että ihminen on kriittinen ulkonäkönsä suhteen ja haluaa jollain tavoin kaunistaa itseään, **mutta** sen on tapahduttava hyvän maun rajoissa

**It is healthy** that people are critical towards their appearance and want somehow to beautify themselves, **but** it has to happen within the boundaries of good taste.

The evaluative clause *on tervettä* 'it is healthy' functions as a trigger for a concessive relation, which is finalised with the contrastive conjunction *mutta* 'but' in the final clause. In the example, the evaluative construction is a copula clause with an evaluative AP. My paper shall demonstrate how certain kinds of reported speech and thought structure also frequently contribute to concessive relation in text.

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Hoey, M. (2001). *Text and interaction*. Routledge.

Thompson, G. (2001). Interaction in academic writing: Learning to argue with the reader. – *Applied Linguistics* 22/1.

Thompson, G. & Zhou, J. (1999). Evaluation and organization in text: The structuring role of evaluative disjuncts. In S. Hunston & G. Thompson (Eds.), *Evaluation in text: Authorial stance and the construction of discourse*. Oxford University Press.

Verhagen, Arie (2005). *Constructions of intersubjectivity: Discourse, syntax and cognition*. Oxford University Press.

### **Leila Kääntä, Arja Piirainen-Marsh**

#### ***Tracing actions and practices of joint reasoning through microanalysis: Configuring a practical physics experiment through peer interaction***

[contribution to the panel *Joint Reasoning in Educational Settings*, organized by Berenst Jan]

Much of classroom work for students involves following teacher's instructions in order to complete pedagogic tasks. The work of implementing tasks involves skilled practices of adequately interpreting the instructions and solving problems through a process of reasoning. Inspired by ethnomethodology and conversation analysis, this paper approaches knowledge-based reasoning as a set of observable practices, actions and inferences through which participants jointly develop an understanding of a classroom task and embark on different courses of actions in order to solve the problem at hand (cf. Garfinkel 2001, Coulon 1995). Reasoning is concrete and context-bound and involves sequences of action through which participants see, feel, describe, propose and jointly coordinate moves that help them solve the problem. Careful analysis of these courses of action can uncover processes by which participants interpret, organize and accomplish classroom tasks, and hence offer insights into processes of learning.

Drawing on empirical data from physics lessons taught in English in Finland, this paper investigates how a group of 13-year-old students jointly configure a practical experiment as part of learning to understand the concept of *torsional moment*. The experiment involves balancing a plank with the help of an eraser and two different sets of weights. The paper examines how the same group of students organizes two versions of the experiment on two different occasions. The analysis investigates how the students orient to access to knowledge and draw on multiple semiotic resources in organizing their participation and managing the experiment through a series of steps related to solving problems that arise.

Applying a multisemiotic framework for describing the participants' situated actions (see Goodwin 2000, 2007), we will demonstrate how the students' joint reasoning is made visible and traceable in and through peer interaction. First, the verbal and embodied actions the students perform reveal how they configure the task and what kind of understanding of the goal of the task is involved in successfully carrying out the experiment. Secondly, we describe how the students configure the task through negotiating a series of actions and participation frameworks, making relevant students' prior knowledge and their positioning vis-à-vis the plank. These play a crucial part in each participant's access to the actions needed for the accomplishment of the task, and hence their role in the joint reasoning through which the task is accomplished. Finally, we discuss how the competences implicated by the task are tied to the specifics of the context (time, instruction, goal of the task, the material setting) by comparing how two versions of the same task are configured by the same group on two consecutive lessons held on successive days.

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Garfinkel, H. 2001. *Ethnomethodology's program*. London: Rowman & Littlefield.

Goodwin, C. 2000. Action and embodiment within situated human interaction. *Journal of Pragmatics*, 32(10), 1489–1522.

Goodwin, C. 2007. Participation, stance and affect in the organization of activities. *Discourse & Society*, 18(1), 53–73.

**Daniel Zoltan Kadar, Michael Haugh, & Wei-lin Melody Chang**  
***Discourse and Identity in Cross-Strait (Taiwanese-Chinese) CMC Boards***

[contribution to the panel *Identity as Resources in Chinese Discourse*, organized by Chen Xinren]

The discursive co-construction of Chinese identity has been relatively neglected to date, and within this area, the issue of identity in online contexts is even more neglected, in spite of its obvious importance. The aim of this presentation is to begin to address this knowledge gap by reporting on ongoing research on the use of Sino-Taiwanese internet language, and Chinese and Taiwanese identity formation in an online, CMC context. We will analyse, in particular, online discourse on the possible union of Taiwan with China. As it will be argued, language use in this highly sensitive context is noteworthy because mainland Chinese and Taiwanese CMC participants apply different positive and negative identity forming practices (Bucholtz, 1999). As different discursive patterns can be distinguished, we argue that culture-specific, and thus Taiwanese and Chinese online discourse salient to identity concerns, is occasioned in this case through the intersection of micro, interactional concerns with macro, sociohistorical discourses.

**Heather Kaiser,**

***Refusing in Uruguay: Pragmatic Strategies for Negotiating Conflict in Three Domains of Interaction***

[contribution to the panel *From Refusing to Schmoozing: Investigating Strategic Roadmaps for Negotiating Conflict and Rapport*, organized by Boxer Diana]

The present study examines the real world of conflict management and negotiation, focusing on the natural face-to-face discourse of Uruguayans in various “domains”: spheres of life in which certain socio-cultural norms and expectations guide both verbal and non-verbal interaction (Fishman 1972; Boxer 2002). It contributes to the establishment of baseline native speaker pragmatic norms that can later be compared with those of other speech communities, and used for instruction in the L2 classroom. Within a theoretical framework for relational work based on Locher and Watts (2005), and building on the findings of previous speech act research across speech communities (e.g. Blum-Kulka, House and Kasper 1989; Márquez Reiter 2000; Félix-Brasdefer 2008), this presentation examines how female Uruguayan Spanish speakers realize refusals in the family, social and workplace domains. Specifically, it investigates the pragmatic strategies that they employ, as well as the extent to which such strategies vary according to domain and interlocutor relationship.

A 300 hour corpus of naturalistic recordings forms the basis for the study. Twelve women, from lower to middle socioeconomic speech communities in Rosario, Uruguay, generated the data; thus the situations under analysis emanate from spontaneous conversations recorded by the participants over the course of nine weeks in 2009. Here, I analyze refusal situations within each domain and classify the pragmatic strategies used according to a coding scheme based on those of Beebe, et al. (1990) and Félix-Brasdefer (2008). To do this, I employ the program MAXQDA 10 for qualitative data analysis to help identify the use and recurrence of strategies among people in my sample, as well as patterns within and across domains. I discuss the results in terms of non-politic/politic linguistic behavior, the Uruguayan socio-cultural norms evident within each domain, and the implications for teaching this aspect of pragmatics in the Spanish language classroom.

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Boxer, Diana. 2002. *Applying Sociolinguistics: Domains and face-to-face interaction*. Philadelphia : John Benjamins Publishing Company.

Blum-Kulka, Shoshana, Juliane House & Gabriele Kasper, eds. 1989. *Cross-Cultural Pragmatics: Requests and Apologies*. Norwood, NJ: Ablex Publishing Corporation.

Félix-Brasdefer, J. César. 2008. *Politeness in Mexico and the United States*. Philadelphia, PA: John Benjamins Publishing Company.

Fishman, J. 1972. "Domains and the relationship between micro and macrosociolinguistics." In *Directions in Sociolinguistics*, edited by J. Gumperz and D. Hymes, pp. 435-453. Oxford: Blackwell.

Locher, Miriam & Richard Watts. 2005. "Politeness theory and relational work." *Journal of Politeness Research* 1: 9-33.

Márquez Reiter, Rosina. 2000. *Linguistic Politeness in Britain and Uruguay: A Contrastive Study of Requests and Apologies*. Amsterdam: John Benjamins.

Watts, Richard J. 2003. *Politeness*. Cambridge: Cambridge University Press.

**Kaoru Kanai Hayano,**

***Self-deprecation in Japanese Conversation: (Re)constructing social relations and values***  
 [contribution to the panel *First Actions: Design, Ascription and Recognition*, organized by Weidner Matylda]

Pomerantz (1984) famously demonstrated that agreements are systematically preferred to disagreements in interaction: agreements tend to be produced without a delay or mitigation while disagreements are recurrently delayed and mitigated. One exception to this is responses to self-deprecations. For instance, in responding to a comment "I'm so dumb", the preferred response is a disagreement, not agreement. While researchers report that this pattern is robust across languages, we do not have a systematic description of what makes an utterance recognizable as self-deprecating in different cultures. Examining cases in which disagreements are produced as a preferred response using the methodology of conversation analysis, this study investigates the recognizability of self-deprecations in Japanese interaction. The collection for the study comes from 14 hours of face-to-face video-recorded conversations in various ordinary settings and 6 hours of audio-recorded telephone conversations between friends.

The paper reports two key features that make a comment recognizable as a self-deprecation: the referent and the valence of the comment. The referent of the comment needs to be the speaker her/himself or an object or a person that belongs to her/him in some way. Second, the valence of the comment has to be hearable as negative and undesirable. These seemingly straightforward features of self-deprecations are by no means self-evident. The analysis reveals participants' shared but tacit orientation to what/who belongs to whom and what is considered to be an undesirable feature of a person or an object. For instance, in the example below, Masa makes a comment about the wine she brought to a dinner party hosted by Ken. Ken produces a disagreement without a delay or mitigation, which suggests that Ken hears Masa's comment as self-deprecating.

->Masa:nanka nihon no aj[i ga suru n[e?,

*It's like, it has a Japanese taste, doesn't it?,*

=>Ken: [.shh [iya nihon no aji shi nai yo.

*.shh No it doesn't have a Japanese taste .*

Through this exchange, the participants index and establish shared understanding that a gift that one brings is her responsibility and thus is a possible object of self-deprecation, and that a "Japanese taste" is not a desirable feature of wine for the participants.

Based on the findings, I argue that through sequences of self-deprecations and disagreements, participants (re)construct their consensus regarding who has the ownership of or a close relationship to a referred object or person and (re)establish shared values.

Curl, Traci S and Paul Drew. (2008). Contingency and action: A comparison of two forms of requesting. *Research on Language and Social Interaction* 41(2), 129-153.

Pomerantz, Anita. (1978). Compliment responses: Notes on the co-operation of multiple constraints. *Studies in the Organization of Conversational Interaction*, ed. by J. Schenkein, 79-112. New York: Academic Press.

Pomerantz, Anita. (1984). Agreeing and disagreeing with assessments: Some features of preferred/dispreferred turn shapes. *Structures of Social Action: Studies in Conversation Analysis*, ed. by J.M. Atkinson & J. Heritage, 57-101. Cambridge: Cambridge University Press.

**Yasuko Kanda,**

***Masculinity in crisis: The appearance of the 'herbivorous men'***

[contribution to the panel *Femininity and masculinity in Japan: Pragmatic analyses of their representations in discourse*, organized by Takagi Sachiko]

When a book named 'Heisei Danshi Zukan' or the 'Illustrated Book on Boys in the Heisei Era', which mainly focused on the 'herbivorous men', was published in 2008, it created a sensation among Japanese people. The book, written by a female editor Maki Fukasawa, went on to become one of the best sellers that year and popularized the term 'herbivorous men' throughout the nation. She especially indicated specific tendencies found among boys in their 20s to 30s and analyzed their behaviour. According to her, the characteristics of 'herbivorous men', or SOSHOKU DANSHI, are as follows: (1) less aggressive towards girls and indifferent to the sex, (2) interested only in their own activities and therefore indifferent to competitions and promotions at work place, (3) tend to be home-oriented and have tastes in food similar to those of girls, and (4) self-centred. This concept is opposite to the so-called traditional masculinity. The author, an approximately 40-year-old woman, used a light style and slightly mocking tone throughout her book, using many zoological terms and slangs in KATAKANA writing to express her astonishment at the appearance of the new breed of men.

The media that paid most attention and featured the phenomenon were business journals such as the Nikkei Business, a journal popular among business managers. Because 'herbivorous men' reject traditional masculinity as regards romance, jobs, and consumption in an apparent reaction to the tougher economy, the usual ways of sales business do not apply to them. Further, even the experienced middle-aged bosses found it difficult to deal with such youngsters as their subordinates, and lamented this tendency in men with respect to the future of Japan. However, in the course of time, the term seems to have been accepted and rooted in Japanese society.

In this study, I attempt to analyze personal weblogs and examine the kind of feelings ordinary people have towards the phenomenon. Weblogs are the most preferred media, because blogs are assumed to reveal the authors' feeling with minimum constraints in relation to their notion of face, politeness, and political correctness (Yamashita 2004). Writing characters, writing styles, recurrent words, and expressions used in blogs disclose a personal set of values and beliefs (Miyake 2008). Thus, analysing blogs can certainly provide an insight into people's thoughts on the 'substantial' traditional concept of masculinity and femininity, and can reveal how they have reacted, rejected, or accepted the new phenomenon since it first appeared.

This study will classify a certain number of blogs corresponding to various years with respect to generations and gender, while examining recurrent words and expressions referring to 'herbivorous men', or masculinity and femininity. The tentative findings are as follows. There was a difference between the age groups and sexes with respect to the approval of the new type of men, but the new consensus of bloggers is biased towards them in that the 'herbivorous men's' apparently self-centred thoughts are free from worldly vanity and true to human nature, making other generations want to self-examine.

**Gabriele Kasper,**

***Repeating Direct Represented Speech: A Device for Affective Display***

[contribution to the panel *Constructing Emotion in Multilingual Talk*, organized by Prior Matthew]

Direct represented speech (DRS) – speech attributed to speakers speaking at an occasion other than the ongoing talk – is a powerful practice to simultaneously construct objectivity and subjectivity: objectivity, in that producing an utterance as another speaker's voice lends the utterance authenticity and factuality (Holt, 1996; Wooffitt, 1992); subjectivity, in that the selection of some bits of putatively quoted talk over others, and the manner of their representation through linguistic choices, prosody, and nonvocal action, convey the current speaker's epistemic, affective, and evaluative stances on the represented utterance and the moral character of its alleged speaker. On occasion, a DRS speaker repeats the DRS within the same ongoing activity (Tannen, 2007). This observation raises the question of what repeat versions of DRS accomplish for the participants. Specifically, in what sequential contexts do the repeat DRS instances occur? Are the versions enacted in the same way or in different ways? How do their formats display and attribute affective stances and moral positions as local social accomplishments?

These questions are examined in a collection of repeat DRS sequences in interactional story tellings drawn from 40 hours of autobiographical interviews with nine multilingual immigrants from South East Asia in North America, conducted by a male L1 English speaking interviewer. The material is analyzed from the perspectives of conversation analysis, in particular prior CA work on reported speech (Holt & Clift, 2007). The study also draws on anthropological and discourse analytic work on represented speech (e.g., Besnier, 1993; Güldemann & Roncador, 2002; Tannen, 2007) and repetition in discourse (Johnstone, 1994) to unpack the participants' interactional methods of constructing affect through repeated DRS.

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Güldemann, T., & Roncador, M. v. (Eds.) (2002). *Reported discourse: A meeting ground for different linguistic domains*. Amsterdam: Benjamins.

Holt, E. (1996). Reporting on talk: the use of direct reported speech in conversation. *Research on Language and Social Interaction*, 33, 425-454.

Holt, E., & Clift, R. (Eds.) (2007). *Reporting talk: Reported speech in interaction*. New York: Cambridge University Press.

Johnstone, B. (Ed.) (1994). *Repetition in discourse. Volumes I and II*. Norwood, NJ: Ablex.

Tannen, D. (Ed.) (2007). *Talking voices: Repetition, dialogue, and imagery in conversational discourse* (2nd ed.). New York: Cambridge University Press.

Wooffitt, R. (1992). *Telling tales of the unexpected: the organisation of factual discourse*. Hemel Hempstead: Harvester Wheatsheaf.

**Yasuhiro Katagiri,**

***Authority dependence in joint task conversations***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

Whether they are aware or not, people engaging in daily interaction with others are embedded in a social context in which social roles and social status of participants both explicitly and implicitly shape the form of interactions.

Although actual realizations and their strengths differ across different social and cultural groups, every society is equipped with its own set of behavioral norms that regulate

behaviors of its members according to their roles and status. In conversational interactions, these behavioral norms manifest themselves in such behaviors as the use of various forms of polite-

ness expressions, avoidance/mitigation of "face-threatening acts," or dominance of floor taking. A behavior conforming to the norm signals admittance of and obedience to the authority, whereas a deviant behavior amounts to a challenge or an insult to the authority.

We have been collecting Mr. O corpus, a joint problem solving dialogue data in several different languages, including Japanese, English and Arabic. The data collection is intended for the systematic comparison of conversational interaction behaviors across different languages and cultures.

From the examination of dialogues between pairs with status difference, e.g., teachers and students, we found similar sets of behaviors sensitive to status difference in Japanese and Arabic pairs, two high authority dependence cultural groups. Higher status participants, teachers, mostly take the initiative in problem solving.

Lower status participants make explicit contributions mostly when they are invited by higher status participants. They refrain from expressing negatives explicitly. We also found different attitudes and behaviors toward deviance from high status participants. We argue that authority dependent behaviors serve to attain efficient group decision making without relying on explicit and often time-consuming negotiations, but that dependent on other cultural factors such as identity conceptions the form and maintenance mechanism of authority dependent behaviors can change in different cultural groups.

**Kuniyoshi Kataoka,**

***An ethnopoetic multimodal analysis of instructive discourse: Patterned gestural repetition as a realization of implicit cultural norms***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

By closely examining the patterning of verbal and nonverbal "repetition" (e.g. Johnstone 1994; Brown 1998, 1999) in cardiopulmonary resuscitation (CPR) training and direction-giving discourse, I propose that Japanese interlocutors show an inherent disposition to employ odd-number constructions in the middle range of ethnopoetic formation. I then claim that this sort of covert format-sharing, accumulated and entrenched among Japanese instructors (as well as trainees), represents a culturally preferred presentation/reception format and contributes to elucidating their culturally embedded assets or discursive "habitus" (Bourdieu, 1977, 1990) in the everyday practice of instruction.

To explicate these points, I first explore various repetitions of verbal (e.g., words, phrases, and grammatical constructions), gestural (e.g., beats, sliding motions, rotating movements), and spatial arrangements enacted by CPR instructors, showing how units of odd numbers are coordinately enacted and contextually appropriated in terms of the interdependent relations among them. For example, in one instance, instructors relied upon parallel constructions of textual and gestural elements in terms of semantic, phrasal, and syntactic equivalents across the discourse segments, eventually forming three sets of five rotation gestures and five different sets of repeated gestures. I then investigate more interactive discourse where way-finding instruction is typically given, and observe that discourse participants are in no way captives destined to conform to a prescriptive "doxa" of odd-numbers but rather are creative agents, willing to move out, within the limits of possible selections, of the preferred routine in order to adapt to ongoing developments in discourse.

If language and gesture are generated from the same source—with their form and content partially constrained by modality-specific categories, then it is essential to examine the poeticity of language and gesture combined in situ. At the same time, such poeticity necessitates that the mind-body coordination be activated and constructed by the history of participation in indigenous practice. In this respect, poetic representations are bodily and coordinately mediated in manners and modalities suitable for cultural and interactive purposes. This sort of acculturation/socialization of the body in/through discourse is isomorphic with what is called "the historical body" (Nishida, 1958) or "habitus" (Bourdieu, 1990), and it thrives on "practical sense"—"social necessity turned into nature, converted into motor schemes and body automatisms" (Bourdieu, 1990:69) as part of an entrenched disposition of agents.

In the current climate of discourse analyses, what is generally emphasized is the emergent and ad-hoc achievement of interactional endeavors, and this type of seemingly "pre-disposed" systematization of verbal and gestural semiosis tends to be regarded as regimenting and stereotype-forming. However, practice and achievement are essentially recursive, interdependent, and co-constructive, and can never be explained away in terms of cause-and-effect reasoning. Instead of postulating a sequential theorem, and by focusing bottom-up on the naturalizing process which corroborates the formation, I propose that the implicit patterning of odd-number units may seep into various facets of language use in Japanese, serving as a practical and conceptual vehicle for carrying emic values.

**Silvia Kaul de Marlangeon,**

***A contrastive analysis (Spanish-English) of the evaluative function of quantifying adverbs ending in -mente /-ly.***

[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

This paper deals with the evaluative function of word-groups consisting of a quantifying adverb (ending in *-mente* in Spanish and *-ly* in English) and the word modified by it. The analysis of these word-groups is made within the framework of Appraisal Theory (White, 1999; Martin, 2000; and Martin and White, 2005), and is based on a corpus of *labels* of some select and expensive goods, such as teas, wines or cosmetics.

The discourse of these labels is analysed qualitatively, according to the following methodological sequence: 1) Notation of the evaluative categories of the word-groups in the text; 2) Identification of the person doing the evaluation; 3) Identification of the thing being appraised; 4) Analysis of the way the appraisal/evaluation is carried out; and 5) Identification of the appraisal examples not only with respect to the subsystems of Appraisal, but also to other enriching perspectives on stance, especially that of Hunston (2000 and 2007).

On the basis of the present analysis and taking into account previous research (Kaul de Marlangeon, 2000, 2002 and 2005), it can be claimed that it is the quantifying function (intensification or emphasis) that the adverb exerts on the quantified word that gives the whole word-group its status of stance marker.

The quantification exerted by the adverb in *-mente /-ly* on the modified property fluctuates within two clearly differentiated fields, namely, that of graduation (which accounts for the quantity of the modified property) and that of emphasis (which concentrates on the quality or manner in which the modified property is manifested). The expressive force of emphasis serves the sometimes overlapping purposes of being precise, highlighting, restricting or focusing on the property in question.

It can also be claimed that the appraisal depends on multiple other factors, such as the cumulative evaluative meanings in the texts, the simultaneous evaluative meanings that the category has, the interconnectedness of the category with other text-evaluative resources; the intertextuality of discourse, and the specific genre of which the text is an instance.

The results seem to suggest that there are no significant differences between English and Spanish in the pragmatic evaluation implicit in the word-groups considered. In both languages these expressions appear to fulfil two simultaneous functions: On the one hand, they constitute lexico-grammatical resources and whose meaning includes elements of opinion that function in the service of the label genre in their respective cultural contexts. On the other hand, they function as pragmatic markers, a function that is fulfilled through evaluative strategies which are used conventionally in the respective label genre of their culture.

**Elizabeth Keating, Maria Egbert**

***Implementing Social Action: Constructing Turns and Sequences in "Interaction Technologies"***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

In investigating how turns and sequences might be designed to accomplish a particular social action, we look at contexts where such actions must be accomplished through technological mediation, such as in establishing a participation framework (in the case of video conferencing or online gaming) or enabling interaction (in the case of hearing aids). Such 'interaction technologies' differ from technical objects being talked about or technologies used towards specific interactional goals in that they enable or make possible interaction. In designing turns and sequences in interaction enabled through interaction technologies, social actors must take into account a number of factors, including the effect of technology on multimodal communication resources and adaptation of conventions.

In this presentation we focus on how participants in interaction design their actions for and orient to interaction technologies. In particular we pursue the questions of how turns in interactions are designed and responded to, and how sequencing actions in technologically mediated environments are constructed with an orientation to the technology. In particular we look at the challenges for humans to adapt to communication technologies.

Mainstream theoretical thinking in technology design seems to be based on an assumption that the nature of interaction is to transmit information (cf. Shannon & Weaver 1949). Influenced by conversation analysis (CA) and ethnography, designers of new technologies are now becoming more aware that human use of technologies is always a part of social practices (Suchman 1987; Buur & Stienstra 2007). The foundations of CA included the use of communication technology (the telephone), and conversation analytic research has shown that social actions are shaped by artefacts and technological environments (e.g. Goodwin and Goodwin 1996, Mondada in press), yet research on enabling interaction through technology has just begun.

**István Kecskés,**

***Salience in speaker's utterance***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

The paper seeks answer to the question: why exactly we say what we say the way we say it. Although Giora (1997; 2003) argued that cognitively prominent salient meanings, rather than literal meanings, play the most

important role both in production and comprehension of language, most attention in pragmatics research has been paid to comprehension rather than production. This paper argues that salience plays as important a role in language production as in comprehension, and makes an attempt to demonstrate how salience of an entity can be interpreted as a measure of how well an entity stands out from other entities and biases the preference of the individual in selecting words, expressions and complex constructs in the process of communication. The role of salience in language production involves a relation between prominence of entities in a ranking, and preference of a choice among alternatives.

From the perspective of interlocutors three theoretically-significant categories are distinguished: inherent salience, collective salience and emergent situational salience. *Inherent salience* is characterized as a natural built-in preference in the general conceptual- and linguistic knowledge of the speaker, which has developed as a result of prior experience with the use of lexical items and situation-bound utterances, and changes diachronically. Inherent salience is affected by *collective salience* and *emergent situational salience* in the process of speech. The former is shared with the other members of the speech community, and changes diachronically. Emergent situational salience that changes synchronically refers to the salience of specific objects and/or linguistic elements in the context of language production, and may accrue through such determinants as vividness, speaker motivation and recency of mention. In an actual situational context individual salience is affected and shaped both by collective and situational salience. When the speaker is faced with the choice of a word or an expression, a ranking of the available choices is obtained on the basis of the degree of salience of entities in the generation context. The word or expression then is selected for utterance on the basis of maximum salience.

**Sara Keel,**

***The Use of Questioning Repeats as a Parental Practice in Response to the Evaluative Turns of Small Children***

[contribution to the panel *Understanding varieties and functions of other-repetition in interaction*, organized by Oloff Florence]

This paper proposes an analysis of videotaped interactive sequences in which parents' responses to their small children's (2-3 years) evaluative turn, take the form of a questioning repeat (QR) - i.e., a partial or full finalising-repeat (Jefferson, 1972). Within a conversation analytic approach, I study the parents' embodied deployment of this response format in naturally occurring interactions. By taking into account its immediate sequential context, I discuss what the parental QRs accomplish in terms of actions.

In conversation analysis, a number of detailed studies on interactions involving small children have paid special attention to the organization of repair (Corrin, 2010; Filipi 2003, 2009; Forrester, 2008, 2009; Wootton, 2007, 2010). From a pragmatic point of view, the examination of the interactive organization of repair within adult-child interactions is important since it sheds new light on the *(language)socializationprocess* in everyday interactions (Forrester, 2009). In fact, it was demonstrated that adults interacting with children respect the *preference for self-repair over other-repair*. Although adults might initiate the process, they do not actually repair the identified trouble and thus stimulate the learning processes of the children involved (Corrin, 2010; Forrester, 2009). Within these studies, the adults' use of *other-repair-initiators* is thus essentially analyzed in terms of pedagogical learning devices.

So far, QRs were analyzed as typical *other-repair-initiator* (ORI) (Robinson & Kevoe, 2010; Sidnell, 2010). However, as typical ORI, they might also constitute a resource for accomplishing a whole range of social actions such as adumbrating or displaying dispreferred responses such as disagreements, rejections, and declinations or to implement surprise/disbelief (Schegloff, 1995; Sidnell, 2010; Wilkinson & Kitzinger, 2006). Therefore, I propose to discuss parents' QRs after their children's evaluative turn by taking into account the praxeological context. The central aim is to show that besides initiating repair, QRs accomplish other actions. I first discuss sequences in which the child's evaluative turn accomplishes an *announcement* (Sacks, 1992 II). After an announcement, the parent's QR seems to adumbrate or display surprise. Second, I analyze occurrences in which the child's evaluative turn accomplishes a *noticing* (Sacks, 1992 II). I show that, in this interactive environment, the parental QR implements a strong tying device. Third, I examine occurrences in which the evaluative turns of small children are doing *complaining* (Pomerantz, 1984). I demonstrate how the parent's QRs delays disagreement with the children's complaints. Finally, I analyze sequences in which the children's evaluative turns imply *requests*. I argue that, in this praxeological context, parents' QRs delay the granting of their children's requests. QR's accomplishment of social action is, thus, heavily contingent on the immediate interactive context. In this sense, the parental deployment of QRs serves to produce a whole range of different *activities that are conventionally bounded to their category as parents* and so display orientations toward their children which go far beyond the children as mere learners (Jayyusi, 1984; Sacks, 1992).

**Leelo Kevallik,**

***Building units with grammar and body movements***

[contribution to the panel *Emerging units in embodied interaction*, organized by Keevallik Leelo]

Research on interactional units has so far mostly focused on their completion, as this is what participants orient to when taking turns. The composition of units has received much less attention, even though it has long been known that the precise timing of subsequent conversational contributions is enabled by the speakers' ability to recognize the beginning of and project the end of a unit. We hear a contribution to be incomplete because of its syntactic and intonational features. The current study looks at instances when syntactically and intonationally incomplete units are brought to completion by body movements.

The data come from dance classes in Swedish, English and Estonian. In these data, embodiments can employ very different syntactic positions, taking the role of objects, predicates, predicate nominals, adverbs, entire clauses and in rare cases even attributes. Clause-initiations that precede bodily demonstrations include copulas (e.g. *It's* + demonstration), quotatives (*Det är ba* 'It's like' + demonstration), and modal verbs (*So you can* + demonstration). Bodily demonstrations receive their own time-slots, regardless of whether they are implemented from leisurely position or within the already ongoing dance. The mutual timing of the vocal and bodily components is minute, supported by prosodic devices such as compression and lengthening of talk.

The paper argues that turn construction units may be multimodal, thus not emerging as syntactically or intonationally coherent but instead showing a composite structure accomplished by linguistic and bodily behavior. The recipients of such a unit demonstrate their understanding of the completion by withholding their reactions until the body movement has been provided. The analysis forces us to rethink the nature of units, calling into question the practice of separating vocal behavior from the rest of the body when it comes to the analysis of turn-construction. The list of unit-types suggested by Sacks et al. (1974), sentential, clausal, phrasal, and lexical, may have to be expanded.

Sacks, H., E. A. Schegloff & G. Jefferson (1974). A simplest systematics for the organization of turn-taking for conversation. *Language* 50(4), 696–735.

**Ipo Kempas,**

***On diatopic variation between the varieties of Spanish marked by the aoristic drift***

[contribution to the panel *Perfect evolution across languages and dialects: Semantic change and pragmatic motivations*, organized by Rodriguez Louro Celeste]

This paper focuses on diatopic variation in the last stages of the grammaticalization process of the Spanish periphrastic past, *pretérito perfecto compuesto* (PPC), whereby the structure in question acquires, through *reanalysis*, a perfective (aoristic) meaning, expressed previously by the simple past or preterit, *pretérito indefinido* (PI). In some cases, this has led to a complete substitution of the PI by the PPC (immediate past contexts in Peninsular Spanish); in other cases, both tenses are used in free variation (Berschlin 1976; Kempas 2005, 2008; Schwenter & Torres Cacoullós 2008). This aspectual change, *aoristic drift*, has taken place only in some of the varieties of Spanish, chiefly in Peninsular Spanish and the Andean varieties of NW Argentina, Bolivia and, at least to some extent, of Peru.

Based on empirical material gathered in different geographical locations with different methods, elicitation tests being the main instrument of data collection, the paper discusses differences between the Spanish-speaking areas characterized by the above aoristicization process of the PPC.

As for preodiurnal ('before today') contexts, our results show considerable differences (in terms of frequencies and speakers' attitudes) between the Peninsular areas examined (with the exclusion of those of Astur-Leonese and Galician) and Santiago del Estero, Argentina, located in the above-mentioned Andean area in which the PPC is frequently used instead of the PI (Kempas 2006). Interestingly, the results of the test carried out in Santiago also differ from the one carried out in La Paz, Bolivia, against which the results were contrasted.

By contrast, in hodiurnal ('today') contexts, the Peninsular areas do coincide with Santiago. However, the aoristicization process appears to have advanced further in the latter (through *analogy*). At the same time, the variety of Spanish spoken in Santiago is subject to pressures of the national standard (Buenos Aires), characterized by its frequent use of the PI, even in cases in which the pan-Hispanic norm would require that of the PPC (the Perfect or Anterior aspect). Again, La Paz differs from Santiago in this respect, but the key explanation for the differences found seems to be hypercorrection, because other data do not support the results of the elicitation test. Even "standard" Peninsular Spanish presents variation in the frequencies of the PPC and the PI depending on the region and the type of the adverbial modifier of time appearing together with the verb. Adverbial modifiers anchoring the event to a specific point in time are combined with the PI more often than those referring to a less specific time frame. In the Peninsular setting, it is possible to detect differences between regions: in some of them (the Basque Country and Valencia), the aoristicization process of the PPC has advanced further than in others (Cantabria and Andalucía) (Kempas 2008).

**Ruth Kempson,**

***Incorporating underspecification and update into core syntax***

[contribution to the panel *Cognitive pragmatics and its interfaces in linguistics*, organized by Assimakopoulos Stavros]

In every-day conversation we are able to take over from each other in a discourse, taking some partially specified contribution and completing it relative to our own context of assumptions. With such speaker-hearer switches, conversational exchanges appear to constitute a coordinated activity, interlocutors apparently working together to determine some agreed content.. More problematically any syntactic dependency whatsoever can be so split e.g. “A: Did you hurt..” B: “Myself? Fortunately not.”), both parties uttering fragments which may not be well formed in their own right.

Such “split utterances” are highly problematic for standard assumptions of a grammar formalisms that yield as output well formed sentence-strings: indeed they are standardly ignored as a performance dysfluency. Yet as a highly systematic phenomenon, pervasive in what the child is exposed to in first language acquisition, this is no more than a refusal to capture a large subset of relevant data (in all syntactic domains). However, we shall argue that with a grammar articulated as a set of parsing principles that underpin how interpretation is built up relative to context, such split utterances are wholly unproblematic, indeed are directly predicted, contrary to all conventional grammar formalisms.

First, we sketch the model of Dynamic Syntax, in which syntax is defined as growth of representations of content, with concepts of underspecification and update as the core concepts of syntax. On this view, a grammar is a set of principles (lexical and general) whereby representations of content are progressively built up reflecting the incremental processing of language in real time (Cann et al 2005). All aspects of context and content are defined in the same terms of growth of representations of logical formulae, with context defined as a record of possibly partial tree representing content, plus actions used to build such structure up. The system is neither domain-specific (phonology apart), nor is it encapsulated, so, despite the articulation of such principles of tree growth as a grammar formalism, pervasive interaction between pragmatics and syntax is licensed as appropriately triggered. Each party builds up interpretation relative to their own cognitive context, hearers in response to the trigger provided by the words uttered, speakers, by checking that any such constructive step is commensurate with some richer “goal tree” that corresponds to what they are trying to communicate. With both speakers and hearers making use of the same mechanism, split utterances emerge as an immediate consequence. Such split utterances have particular significance for pragmatic theory, since speaker intentions may emerge during the course of such exchanges in part determined as a result of such exchanges. So we shall argue that though recognition of the content of the speaker’s intention may be presumed by both speaker and hearer, it is not a necessary condition for effective communication exchange to take place. Cann, R., Kempson, R. and Marten, L. 2005. *The Dynamics of Language*. Elsevier/Emerald Group Publishing.

### **Kobin Kendrick,**

#### ***Evidential Vindication in Next Turn: The Retrospective “See?” in Everyday Conversation***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

Within the domain of temporality in interaction, the practices that speakers employ to establish retrospective relations between non-adjacent objects in the prior talk are a central concern. This paper analyzes the use of “See?” as a practice that claims an evidential relation between a just prior (adjacently-positioned) turn, action, or event and a previous (non-adjacent) assertive action in the prior talk. The claim of evidential vindication that “See?” implements exploits two distinct types of sequence organization. On the one hand, “See?” operates prospectively, making relevant a response that in some way deals with the claim of vindication. On the other hand, “See?” operates retrospectively, actively positioning the prior into a sequential relationship with the previous assertive action. In this way, “See?” simultaneously launches both an adjacency-pair-based sequence and what Schegloff (2007) has termed a ‘retro-sequence’.

The retrospective operation of “See?” can be observed in the example below, in which Virginia uses “See?” to claim an evidential relation between her mother’s prior turn and a previous assertive action that occurred in an earlier sequence, all in a bid to convince her mother that she needs a raise in her weekly allowance.

(1) Virginia

- 1 Vir: See: Mo::m (0.2) it’s like this, when
- 2 you’re my age .hh you need alota extra money
- 3 because you need to do things <I mean (.)
- 4 a-> ((swallow)) always have to pay for gas, you
- 5 know when Sherry an’ Wen drive me around an’
- 6 everything.
- ((five minutes of talk omitted))
- 7 Vir: MOM after dinner can um (.).hh Beth an’ I go
- 8 over ma- um (0.7) si- um (0.8) go just riding
- 9 around for a little whi:le?
- 10 (3.4)
- 11 Mom: b-> Put ga:s in the ca:r.

12 (0.3)

13 Vir: (n)SEE:?

14 Mom: O:H [you're ri:ght] you're ri:ght.

The action that "See?" implements positions the mother's prior turn (b) into a sequential relation with Virginia's previous assertion (a) and claims that (b) can be taken as evidence for (a). In so doing, "See?" establishes a retrospective link between two non-adjacent objects in the prior talk. The mother's response to "See?", which concedes to Virginia's claim, demonstrates her recognition of the action and thereby also reveals her successful resolution of the long-distance reference.

The analysis of "See?" not only identifies a hitherto undescribed social action (evidential vindication) but also explicates a practice with which a next speaker may recruit and reuse a prior speaker's talk for an alternative course of action in the prior talk. This research thus offers insight into the operation of retrospectivity in conversation and, more generally, into the relationship between temporality and the sequential organization of talk-in-interaction.

Schegloff, Emanuel A. 2007. *Sequence Organization in Interaction: A Primer in Conversation Analysis*. Cambridge: Cambridge University Press.

**Olga Keselman,**

***Negotiation of participation status of unaccompanied children in interpreter-mediated asylum hearings***

[contribution to the panel *Exploring participants' orientation in interpreter-mediated interaction*, organized by Gavioli Laura]

Studies of multi-party talk involving children in institutional settings have shown that the status and the role of the children are not predetermined but open to negotiation throughout the process of interaction. There is however an inherent asymmetry in the participation rights between these two groups of interlocutors. Children, as well as elderly, disabled and foreigners are often treated as less skilled interlocutors who are not believed to equally share means of communication with other participants. This might be especially apparent with respect to unaccompanied asylum-seeking children whose marginalization may be amplified by their belonging to two minority populations: asylum-seekers and children. These children might indeed find themselves in a disadvantageous position. As these children lack the relevant knowledge and references about what the asylum hearing is about and what is expected from them they might face difficulties in interpreting the kind of encounter they are involved and participating in. The repertoire of communicative practices available to these children is limited by their lack of command over the linguistic resources or contextualisation cues salient for the achievement of shared understanding of the event. Thus, pragmatic difficulties faced by the child claimant might make him/her extremely dependent on the adults' knowledge, responsibilities and conversational initiatives. As a result, adult practitioners, motivated by their concern for these children as well as the goals of the hearing, might feel less constrained in their normative roles and foreground themselves as mediators, supporters and coordinators of talk. This applies equally to community interpreters, who when assisting in adult-child talk, are often negotiated into assuming a more interventionist role than the one prescribed by their professional role. The discourse analysis of non-repair side sequences from 26 hearings with Russian-speaking asylum seeking children who had applied for residence permit in Sweden between 2001-2005 illustrates this. For the purpose of analysis we defined a side-sequence as a monological sequence conducted in only one of the languages involved in the interviews. It involves the interpreter and only one of the primary interlocutors. In these sequences, the interpreter, at least momentarily and partially, assumed the role of the main speaker or the author. Such side-sequences were often initiated as other-repair and dealt with trouble in speaking, hearing or understanding. We also identified side-sequences that went well beyond simple repair where the interpreters challenged the asylum seeking children's participant statuses and thereby jeopardized the aims of the hearing. The counterproductive effects of their moves came about during the interaction. Caseworkers and other adults present in the hearing not only often overlooked the potential implications that interventions initiated by the interpreters might have had for the child and for the outcome of the hearing but also reinforced and elaborated on them.

**Wolfgang Kesselheim,**

***Exploring the interface between embodied interaction and built environment: The case of museum exhibitions***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

Space is constructed in interaction. This is done by the participants through the simultaneous use of multiple embodied modes: speech, movements, posture, gesture, gaze, etc. However, in order to fully understand the interactional achievement of space, one has to take also into account the role the built environment plays in interaction. This becomes especially visible in built environments that have been designed for communicative purposes.

One case of such an environment is museum exhibitions. Museum exhibitions are spatial arrangements that have been designed to ‘transfer’ specialized knowledge to a lay public. If we want to understand how space is interactively constructed and used during a visit to a museum we cannot limit our analysis to the visitors’ bodies and utterances; we also have to take into account the highly complex spatial configuration of showcases, objects, artifacts, texts, etc. that constitute the museum setting.

In my paper I therefore analyze a number of video recordings of couples, families, and small groups who visit a zoological museum. My aim is to reconstruct the methods participants use to integrate elements of the enduring material environment into their emerging, on-going, embodied construction of space. I’ll focus on two different aspects. First, I concentrate on the way people construct the museum space as a recognizable gestalt by negotiating where to go, how to move, and what to look at. Then, I’ll have a closer look at how people use the spatial arrangement of objects and texts for their joint construction of specialized knowledge: How do they negotiate what elements of the built environment should be conferred sign status? And how do they construct the meaning of these elements?

The analyses of this paper are informed by conversation analytical studies on multimodality (Goodwin, Mondada) and, more specifically, on recent research on interaction in museums (Heath, vom Lehn, Hausendorf, Kesselheim). Their aim is to develop a better understanding of the role of built environment for the interactive accomplishment of space and of the uses of space as a communicative resource for the interactive construction of knowledge.

### **Elizaveta Khachatryan, Denis Paillard**

#### ***Modal Particles as a Subclass of Discourse Markers***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

This presentation will introduce the results of many years of studies, from semantic and syntactic perspectives, of discourse markers (DMs) in different languages: those considered rich in particles (e.g. Russian) as well as those considered “modal particle-free / poor” (e.g. French). As a result of this work, a cross-linguistic classification of DMs has been elaborated, based on the semantic and syntactic criteria.

Modal particles are one of four subclasses of DMs, together with discourse words, ‘modulators’ and words of speech. (In French terminology: *mots du discours, particules énonciatives, modalisateurs, mots du dire*).

Independently of the individual semantics of the word, each subclass accomplishes a particular task in the discourse and is characterised by its own semantic and syntactic features. Moreover, the form of the DM can indicate to which subclass it belongs. This kind of classification can give necessary cues for contrastive analysis and help in the acquisition of DMs (L2) and in translation.

In our paper, we will focus on the individual properties of modal particles (vs. discourse words) and illustrate them with examples from Russian and French.

**1.1** Modal particles take into account p (the scope) and its relation to p’ - another element that is in competition with p. This definition is cross-linguistic: a group of modal particles can be distinguished in a priori very different languages, such as French (where traditionally this notion does not exist) or Vietnamese or Khmer. According to the form of p/p’ and the way in which p’ is present in the context, we distinguish two groups of particles: (1) p’ is present in the previous context (ex.1); (2) the semantics of the particle itself implies the alternative p/p’ (ex.2a-c). This duality of p/p’ has often an intersubjective aspect (whose implications we will discuss).

(1) *Paul est assez bête ; par contre il est très dévoué*

(2a) *Čto ty tam sidiš' celye dni. Ty im mešaes'. Ved' Saša tjaželo bolen.*

What are you doing there for the whole days? You disturb them. **Ved'** (= ?you know that) Sasha is seriously ill.

(2b) *On achève bien les chevaux (pourquoi pas les hommes)?*

(2c) *Tu es déjà là ?*

**1.2** The semantics of discourse words (DWs) - another subclass of DMs - is focused on the specification of p (the scope) as a particular way to express the state of affairs Z. Two groups of DWs can be distinguished according to the preponderance of either part of this definition:

- qualifying DWs (a preponderance of specification):

*Mon mari avait promis de venir à cette réunion. Malheureusement il a eu un empêchement de dernière minute*

- DWs point of view (a preponderance of perceptions of the state of affairs) :

*Paul a l'air très gentil. En réalité c'est un vrai salaud.*

We will discuss not only semantic, but also syntactic (i.e. position, scope, prosody) properties of these two subclasses.

### **Hye Ri Stephanie Kim,**

#### ***Two ways of resisting the terms of question in Korean conversation***

[contribution to the panel *Cross-linguistic Perspectives on Turn-beginnings in Interaction*, organized by Kim Hye Ri Stephanie]

This comparative study shows that Korean speakers have two different linguistic resources for indexing that they are resisting the terms of a question. I demonstrate this by analyzing and comparing two tokens occurring in turn-initial position, *kulenikka* and *ani*, using Conversation Analysis. *Kulenikka* and *ani* under examination are delimited to an analytical environment: in the turn-initial position of a response to a polar or *wh*-question.

The most commonly noted vernacular usage of *ani* is negating the proposition of a polar question (as does *no* in English) ; however, a number of instances in the naturally occurring data collected for the study have shown its usages as a discourse marker (also see Kim, 1997; Koo, 2008; Yang, 2002). On the other hand, *kule-nikka* (composed of two elements, ‘like that’ and ‘because/so’ and often contracted to *ku(ni)kka* in colloquial speech) is a logical connective which could be translated into ‘so’ or ‘that is why’. Not much previous research has been done on interactional functions of this connective, except as a device that marks the impending utterance as a reformulation of the speaker’s prior talk, in a similar way as ‘I mean’ in English (Kim & Suh, 1996).

By analyzing a variety of examples of *ani*- and *kulenikka*-prefaced responses to questions, the study demonstrates that speakers use the tokens to mark that they will not abide by the terms the question has set. Specifically which terms are resisted, why they are resisted, and which action their forthcoming turn is on its way to do, differ depending on the token used. *Kulenikka* is deployed to mark the question as having been in some way poorly designed and re-set the question’s terms so that the speaker can respond in the newly set terms. *Ani* is deployed to mark the question as having had an inadequate presupposition and resist it; the rest of the *ani*-prefaced turn is an account for the resistance. In short, prefacing of a response to a question with *kulenikka* and *ani*, broadly speaking, shows that the respondent is resisting the question’s terms in some way; however, how the respondent registered it and what the respondent will do differ, indexed by the choice of the token.

Many previous studies of Korean conversation have focused on the sentence-final elements to describe various interactional works of conversationalists. This is possibly due to the nature of its sentence order, in which verbs and final particles tend to appear at the end of a turn (or turn-constructional unit). There, however, is much to explore in the beginning of a turn about action projection in Korean. This study shows one example of such exploration. Moreover, by comparing similar phenomena found in a response turn to questions in Korean and then comparing them to that in English (*well*-prefaced responses to questions), it sheds light on how the two typologically different languages allow speakers to use its respective linguistic resources to handle similar

**Myung-Hee Kim,**

***Korean Aykyo and Japanese Amae: Self-Assertion via Self-Deprecation***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

Since Takeo Toi’s discussion in *The Anatomy of Dependence* (1973), the concept of *amae* has generated considerable interest in the fields of psychology, anthropology, communication and other fields, but there have been few agreements on the definition and functions of *amae* (Behrens, 2004). Furthermore, it has rarely drawn interest from linguists in general and has rarely been discussed in the context of social interaction. This study aims to examine the concept of *amae* in Japanese and the corresponding phenomena in Korean, and attempts to show that they are in fact active, self-assertive self-deprecation, not mere passive dependence, as most researchers have viewed them. Furthermore, it is argued that they are an important means of bonding people together in hierarchical societies such as Korea or Japan.

It turns out that *amae*-like phenomena frequently occur in everyday life in Korea as well (Lee, 1982). There is no single term for the concept, but it can be translated in many different ways in Korean, for example, *aykyo*, *erikwang*, *ungsek*, *ttey*, *cuknunsinyung*, etc. It can have either positive or negative connotations depending on the situation. The prototype of the *amae* relationship is the mother-infant relationship (Doi, 1973). Even an adult can assume the role of a baby, showing his or her need for dependence on others and expecting to be accepted. This becomes possible because the concept of a family extends to, or is projected onto, other social groups, where superiors, seniors, and friends become parents and siblings who can be trusted and depended upon.

It seems that *aykyo* in Korea and *amae* in Japan have an important function of bonding people together within a family, a workplace, and elsewhere. Whether in an equal or hierarchical relationship, *amae* reinforces the bond between the people involved and acts as buffer against possible conflicts. In this paper, I suggest that the language and behaviors associated with *aykyo/amae*, especially those performed by adults, are essentially self-deprecating. By positioning oneself as a baby, a weaker being, the person is asking the other party’s indulgence. Furthermore, compared to other humble, self-effacing language uses, it seems that *aykyo/amae* is an active, self-affirming, assertive self-deprecation; it may sound contradictory, but the actor performs *amae* because he or she has a need for a sense of oneness with others (Tezuka; 1986, 1993; from Mike, 2003).

It is claimed that the phenomena of Korean *aykyo* and Japanese *amae* look anomalous from the perspective of efficient communication between autonomous, independent individuals, but that they subtly contribute to achieving the goal of interactions, that is, achieving harmonious equilibrium, between the speakers involved.

They are subtle, but purposeful actions from the perspective of language as a culturally-embedded, socially-constructed phenomenon.

**Celia Kitzinger,**

***Which Michelle? When persons' names are not unique reference or address terms***

[contribution to the panel *Names in Interaction*, organized by De Stefani Elwys]

Personal names do not necessarily apply uniquely to a single addressee or referent. Based on audio- and video-recording of naturally-occurring English language talk-in-interaction (largely US and UK), this paper uses conversation analysis to examine cases in which speakers and/or recipients work to disambiguate the addressee or referent where more than one is possibly intended by the use of a personal name (as well as some other instances in which the non-uniqueness of names is oriented to or deployed in talk-in-interaction). Building on Sidnell's (2008) work on problems of referring using non-unique names in a Caribbean culture, it explores the methods people have for disambiguating personal names and the interactional consequences of these ambiguities and of efforts to disambiguate. Specifically I will analyze cases of:

[1] Other-initiated (OI) repair e.g. Extract 1, in which the response (*Oh*, line 5) to an initiating action (the announcement, line 1) is delayed by an gap (line 2) and then an inserted OI sequence (lines 3-4):

[1] Rahman II  
 01 Jen: [ Dav id"s ho :me,  
 02 (0.5)  
 03 Ida: Yo urDa[vid.  
 04 Jen: [Y e:s: m[m,  
 05 Ida: [O h:]

Here, Ida's understanding of Jen's initiating action *as* an announcement of some kind (for which the receipt *Oh*, line 5, is a fitted response), is dependent on her disambiguation of the referent of *David* as Jen's relative (*Your David*, line 3), and not hers - which would make of Jen's turn at line 1 a question of some kind.

[2] Self-initiated repair, e.g., the fourth-position repair below:

[2] [CDHQ, 15 Schegloff (1992: 1322)]  
 01 Phi: Hello?  
 02 Leh: Phil!  
 03 Phi: Yeh.  
 04 Leh: Josh Lehroff.  
 05 Phi: Yeh.  
 06 Leh: Ah:: what've you gotten so far. Any  
 07 requests to dispatch any trucks in  
 08 any areas,  
 09 Phi: Oh you want my daddy.  
 10 Leh: Yeah, Phi!  
 11 Phi: [Well he's outta town at a convention

[3] Pre-emptive (re)formulations that are analyzably oriented to the problem of two people having the same names, such that some ways of referring to people (e.g. *my friend Helen*) that sound as if they're doing more than simply referring may in fact be as close as someone can get to 'simply referring' given the problem of two *Helens* and wanting to secure recognition (as in [3] below)

[3] [NB.II.4]  
 01 Nan: ... a:n" H e: len: t" h. hh (.) FR\* E TW\* ELL CA \*LLED, h  
 02 MY fr\*en" H\*el e n, t" h a\_b\* aht four uh" clo ck yesterday  
 03 afternoo :n a:n" said ....

This analysis contributes to conversation-analytic work on speaker-selection (Lerner, 2003) and on referring and self-reference (Schegloff 1996, Enfield & Stivers, 2007, Lerner & Kitzinger, 2007).

**Bettina Kluge,**

***Misunderstanding the second singular – how speakers politely deal with referential ambiguity***

[contribution to the panel *Non-prototypical uses of personal pronouns*, organized by De Cock Barbara]

The present contribution will examine, on the basis of different spoken-language corpora (mostly from the Romance languages, German, and English), how interactants resolve possible problems of person reference in ongoing conversations. While generic readings of pronouns typically used as address terms have been documented for a variety of languages (Siewierska 2004, Kitagawa/Lehrer 1990), there are amazingly few documented cases of interactants who openly display having problems to disambiguate between address and generic reference. Hyman (2004) provides an example from a novel:

- (1) “Haven’t you noticed?” said the girl.  
 “No”, said Kim.  
 “He looks at you funny”, she said.  
 “At me?” said Kim astonished.  
 “No! at everyone” (Jill McGown, *A shred of evidence*, 1995, p. 88)

Based on real corpus data, Boutet (1986: 28) gives an example for French, where the speaker corrects herself in order to clarify the intended reference to ‘anybody in the situation alluded to’:

- (2) avec un sauna t’es un super form – tu t’sens bien – pas toi (rires) – le sport et toi hein ça fait deux  
 with a sauna you’re in super shape – you feel well – not you (laugh) – exercising and you, well, that makes two

A sequential analysis (taken from the Spanish and French subcorpus of C-ORAL-Rom, Cresti/Moneglia 2005) will show that interactants tend not to ask for further specification of reference in a possibly ambiguous situation, unless the need for disambiguation becomes more important than interactants’ face needs. This has already been suggested, for the speech act of veiled criticizing, by Stewart (1995), but is applicable to other speech acts as well. The aim is thus to build on Brown/Levinson’s (1987) model of face-saving strategies in an interactive frame.

Brown, Penelope / Levinson, Stephen (1978/1987): *Politeness: some universals in language usage*. Cambridge: CUP.

Boutet, Josiane (1986): “La référence à la personne en français parlé: le cas de ‘on’”. In: *Langage et société* 38: 19-50.

Cresti, Emanuela / Moneglia, Massimo (eds.) (2005): *C-ORAL-Rom. Integrated reference corpora for spoken Romance languages*. Amsterdam: John Benjamins.

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### **Naomi Knight, Peter Muntigl, & Ashley Watkins**

#### ***Maintaining Alignment: How therapists ‘nod’ their way out of disaffiliative contexts***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

Most client-centred or experiential therapies subscribe to a practice of *empathic attunement* in which therapists work to communicate their understanding of the client’s experience and refrain from appearing as an ‘expert’ who interprets or assesses client experience (Greenberg et al. 1993; Rennie 1998; Rogers 1951). In particular, Greenberg et al. (1993, p. 119) suggest that therapists should tailor their empathic responses to affiliate with client’s feelings and “emotionally-tinged” meanings. Research has shown that affiliative alignments in therapy are often maintained through the sequential deployment of non-linguistic resources such as laughter and facial expression (Bänninger-Huber 1992). Other non-verbal resources such as nodding have been shown to play an important role in everyday storytelling contexts. According to Stivers (2008, p. 37), nods from story recipients during mid-telling are essential for displaying affiliation with the teller’s stance or “affective treatment of the events he or she is describing.”

For this paper, we draw on the research methods of conversation analysis (Sacks 1992; Schegloff 2007; Stivers 2008) to explore how nodding works to display affiliation in therapy. In particular, we focus on disaffiliative contexts in which the client has disaligned with the therapist, as for example, when the client resists a therapist’s formulation, displays a contrasting affective stance or does not respond to the therapist’s elicitation for more talk. Our data is taken from the York 1 Depression study (Greenberg & Angus 1994): Three videotaped psychotherapy sessions (beginning, middle, end) were randomly selected and transcribed from 2 successful and 2 unsuccessful cases, giving us a total of 12 sessions for analysis. The method of treatment for depression was *process experiential therapy* (Greenberg et al 1993).

It was found that therapists tended to use nods in order to re-equilibrate the conversation back towards mutual affiliation and alignment; that is, in cases where the client held a contrasting (or altered) affectual stance, therapists would produce nods to display that they are re-aligning with the client’s stance and disbanding their own prior stance (or the prior stance in which they had positioned the client). In some cases, nodding facilitated further exploration of the client’s contrasting stance, which led to increased displays of mutual affiliation between therapist and client. Further, once mutual affiliation had been re-established, nods operated to support and initiate closure on the prior disaffiliative topic, allowing the step-wise transition into new topics or activities or expansion through stories that produced more aligning possibilities.

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**Chisato Koike,**

***Describing strange food: Sharing food experiences in interaction***

[contribution to the panel *Experiencing food through verbal and nonverbal behavior across languages*, organized by Szatrowski Polly]

In everyday life people talk about food they ate and share their experiences of food with others. While talking about familiar food does not entail a great deal of effort to achieve mutual understanding, talking about food that others have never had inevitably brings the focus to meta-talk on the strange food. This study investigates meta-talk about strange food in interaction, focusing on how participants describe the strange food deploying multiple resources to vicariously share their experiences in videotaped natural and spontaneous face-to-face conversations between native speakers of Japanese. Building on studies on repair sequences (Schegloff, Jefferson, and Sacks, 1977; Schegloff, 2007), categorization (Lakoff, 1987; Lakoff and Johnson, 1980; Rosch, 1998; Sacks, 1972, 1992), gestures (Cienki and Müller, 2008; Goodwin, 2000, 2007; McNeill, 1992; Streeck, 2009), and food assessments (Szatrowski, 2009), I demonstrate how participants build their mutual understanding of strange or unfamiliar foods by resorting to a familiar food in the same category and utilizing linguistic and non-linguistic resources in a repair sequence.

First, when participants hear about a food that they do not know in the talk-in-interaction, these unknowing (UK) participants initiate repair by requesting that the knowing (K) participants explain the food. This repair sequence reaches a point of completion when the UK participants indicate their understanding. In my data, the repair sequence often took more than just two turns (question-answer adjacency pair), because either the UK participants asked additional questions (after the K participants' explanation) to which the K participants provided responses, resulting in a multiple-turn repair sequence; or, the K participants provided their explanation in multiple turns until the UK participants showed their understanding. Second, when explaining the unfamiliar food, the K participants frequently compared the unfamiliar food to a food that they expected that the UK participants knew, using expressions of simile such as *~mitai* 'like,' *~ppoi* '-ish,' and *~nite-iru* 'is similar.' I demonstrate how K participants' comparisons using simile reveal not only how human beings categorize objects based on their selected features (e.g., colors and shapes) through their experiences, but also how participants in interaction build common ground using objects belonging to a presupposed shared category. Third, I demonstrate that K participants described different aspects of the food (e.g., shapes, colors, and touch) in their explanation, revealing that people experience food through different senses (e.g., sight and touch). Fourth, when explaining more complex foods the K participants also described ingredients and the process of making the food. Fifth, I show how the K participants employed not only the talk but also hand gestures in order to visually display the unfamiliar food to the UK participants.

This study sheds light on the cognitive and interactional process of how human beings establish mutual understanding exploiting different semiotic systems (Goodwin, 2003), by elucidating how participants in talk-in-interaction describe unfamiliar food. It suggests that becoming "with" (Goffman, 1971) members of a group is accomplished not only by experiencing the same events together but also by blending individuals' own perceptions and experiences through conversational practices in social interaction.

**Aino Koivisto,**

***The emergence of conjunction-final units in Finnish conversation***

[contribution to the panel *Emerging units in embodied interaction*, organized by Keevallik Leelo]

The paper discusses the emergent nature of units ending in a conjunction in Finnish conversation. From the perspective of traditional grammar, these units could be considered incomplete or erroneous (cf. Lindström 1999: 63). In conversation, however, the recipients often treat them as interactionally complete by taking the next turn. This can be taken as evidence of the fact that conjunction-final spates of talk can form recognizable units in interaction.

Conversational data also shows contradicting usages of conjunctions. In some cases, a pre-pause conjunction clearly *projects* continuation by the same speaker and thus functions as a turn-holding device (cf. Jefferson 1983; Local & Kelly 1986). According to my observations, when this happens, also the preceding syntactic structure

and/or the on-going action are still unfinished. This paper focuses on cases in which the conjunction neither clearly projects continuation nor is followed by a turn-transition. Instead, the completion point seems ambiguous and negotiable. These include instances in which the same speaker continues after a longish pause. The central claim is that not all same-speaker continuations after a conjunction and a pause are projected. Rather, they can be seen as *reactive* to interactional contingencies, such as lack of uptake. To illustrate this, the paper discusses different types of same-speaker continuations that are not fitted to the preceding conjunction-final structure but form syntactically independent units that sometimes also implement new social actions. It will be shown that a same-speaker continuation may sometimes serve as retrospective evidence for the completeness of a turn.

This paper demonstrates how the participants can treat seemingly incomplete units of talk as complete. It also shows that these units are profoundly emergent in the sense that their boundaries are ultimately negotiated in interaction, in real time and with respect to the activities of the recipient. The data for the study come from telephone conversations between family members and acquaintances and also from videotaped service encounters. In the latter case, also the role of the nonverbal activity during the post-conjunction pauses will be discussed.

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Lindström, Anna 1999: *Language as social action. Grammar, prosody, and interaction in Swedish conversation*. Institutionen för nordiska språk vid Uppsala universitet.

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### **Kirsten Kolstrup,**

#### ***“I have to feel like I’m part of this family too.” Negotiating identity as a stepmother in a second language***

[contribution to the panel *Language and identity in transnational marriages*, organized by Heyse Petra]

This paper aims to analyze how a learner of Danish as a second language negotiates identity as a stepmother in her new Danish family. The data comes from the case of Mulenga, a Zambian woman who immigrated to Denmark after marrying a Danish man, John. He has a 9-year-old girl, Emma, from a former marriage that lives with them for three days every other week. Emma only speaks and understands Danish, while the language used between Mulenga and John is English. This means that John is often translating or mediating the interaction between Mulenga and Emma. However, Mulenga is keen to establish a more personal relationship to Emma and as her Danish progresses, she relies less on her husband when talking to Emma. This study relies primarily on interactional data recorded by Mulenga over a 6-month period, which is then supplemented with narrative data from conversations and interviews with Mulenga.

In the analysis, identity is viewed as a phenomenon emerging out of “the social positioning of self and other” (Bucholtz and Hall 2010: 18). Therefore, the analysis focuses on how Mulenga positions herself – and is positioned – in negotiations between herself, Emma, and John. This analytical approach is further inspired by positioning theory as it was first proposed by Langenhove and Harré (1999) and developed by Bamberg (2004) and Edley and Wetherell (1997). In positioning theory, discourse is viewed as a resource through which positions are negotiated. These positions are always “in relation to other people” (Hollway, 1984: 233).

In the data, Mulenga, in various ways, positions herself on Emma’s side, often with the consequence of excluding John. For instance, she challenges John’s way of disciplining Emma; she claims to understand what Emma is feeling, better than John; and she positions herself and Emma as females with a special bond in opposition to John. Sometimes, Mulenga’s positioning of Emma goes smoothly, with Emma willingly engaging in the positions that Mulenga gives her. But at other times, Emma challenges or even rejects Mulenga’s positioning of her and instead positions herself alongside her father.

Relying on the notions of identity and positioning, this paper analyzes the success and failure of Mulenga’s attempts to position herself alongside Emma as she interactively constructs an identity as a stepmother.

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**Carmen Konzett,**

***Name-dropping as a specific academic practice to construct identity***

[contribution to the panel *Names in Interaction*, organized by De Stefani Elwys]

This paper shows how the implicit or explicit recognition of person names contributes to the collaborative construction of academic identities in discussions. The study is based on a corpus of 4 hours of audio-recordings of “question-answer-sessions” (i.e. the 5-10 minute slots following presentations) at three international conferences from the fields of literature and linguistics, the corpus languages being French and English.

In the context of academic discussions mentioning the names of researchers/books etc., in other words, the practice of referring to third parties, contributes to identity construction since it can be heard as a “category-bound activity” (Schegloff 2007a: 410) able to evoke the membership category “academic”. But person names are also used more specifically in discussions among academic peers as a tool to negotiate membership in a particular intellectual culture or scientific school of thought (cf. similarly Goodwin 2003 on general culture). Names of researchers and research publications are used in much the same way that membership categories are used: as they are inference-rich (Schegloff 2007b: 468) their use implies a whole set of aspects, such as a particular scientific method, a way of thinking and theorizing, etc.

Particularly the non-indexicalised (Brünner 1997: 278) use of researchers’ names in academic discussions, in an exaggerated form also known as “name-dropping”, features in sequences in which participants negotiate the degree to which they are „competent member[s] of the domain of discourse indexed by the name“ (Goodwin 2003: 151). Names of researchers are “dropped” in various ways, for instance by handling (i.e. using and recognising) them in a self-evident fashion (e.g. “*the whole halliday perspective*”) or, by contrast, by adding emphasis markers (“*of course coupland has talked about this*”). Moreover, membership of in-groups is sometimes claimed by indicating personal acquaintance with researchers, for instance by referring to them with their first name (“*yeah that’s clarrie*”).

The analysis will show how person names are used in academic discussions to negotiate membership claims and how participants carry out these negotiations by inviting and confirming their recognition.

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Goodwin, C. 2003: Recognizing Assessable Names. In: Glenn, Phillip/LeBaron, Curtis D./ Mandelbaum, Jenny(eds.), *Studies in Language and Social Interaction*. Mahwah: Erlbaum, 151-161

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**Tom Koole,**

***Emotion in 112 emergency calls: The case of question-answer relations***

[contribution to the panel *Emotion displays as social action*, organized by Koole Tom]

In this paper I will report on research that started out as very much applied but had a substantial theoretical spin-off. Earlier research for the Dutch national 112 emergency call-centre found that emotional callers are one of the causes for calls to last longer than institutionally desired (Koole & Verberg 2009). Therefore we investigated 60 ‘emotional’ 112 emergency calls and we analyzed how callers ‘do’ emotion and panic, and how this does or does not hinder the interaction with the call-taker.

Using Conversation Analysis, our first finding was that callers apparently effortlessly fit their doing of emotions and panic into the turn-taking systematics: they overwhelmingly cry and panic in their own turns, not in overlap with the call-taker. This confirms earlier research in this field and theoretical conclusions that a display of emotion is a social action rather than a direct expression of emotion (Goffman 1981, Heath 1989, Hepburn 2004).

Our second finding however is not documented in earlier research. Doing emotion and panic does not only consist of different ways of crying and prosodic realizations, but also of producing different types of dispreferred responses. Emotional callers especially produce non-type-conforming answers (Raymond 2003). For example, they don’t answer a yes/no interrogative with a ‘yes’ or ‘no’, and they don’t answer a question with answer options by picking one of the options. In this paper, I will characterize these different question-answer relations to contribute to a characterization of doing emotion as an interactional activity.

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Koole & Verberg 2009 *Resultatenoverzicht van het onderzoek naar probleemgesprekken van 112. Een advies aan de KLPD*, Utrecht: Utrecht University

Raymond, G. (2003). Grammar and social organization: Yes/no interrogatives and the structure of responding. *American Sociological Review*. Vol. 68, p. 939–967.

**Monika Kopytowska,**

***The dynamics of proximization – a pragmatic perspective on television news discourse and its cultural embedding***

[contribution to the panel *Breaking the news on European televisions: Cross-cultural perspectives (an ENIEDA initiative)*, organized by Kurtes Svetlana]

Owing to its social, political and cultural importance, news, considered the primary source of “pictures in our heads”, generating impressions concerning the vast external world of public affairs that is “out of reach, out of sight, out of mind” (Lippmann 1922: 29) has, for several decades, inspired critical research in such disciplines as semiotics, mass communication studies, and discourse analysis. Numerous recommendations have been made for a multidisciplinary research agenda which would be able to explain the role of television news as “the main source” (Robinson and Levy 1986) and a key player in the democratic process (cf. Bahador 2007, Cottle 2003, Robinson 2005, Schaap 2008), and to explore and describe media influence on what issues people pay attention to, along with their impact on the audience’s judgments about political and social problems and their remedies.

Hence, the present study proposes a new integrated approach towards television news discourse, combining pragmatic and cognitive linguistic perspectives with the insights from social semiotics and media studies. The main premise here is that the power of the news media in negotiating specific meanings and references and in exercising control over viewers’ involvement lies in the mechanism of *proximization*, which consists in reducing the temporal, spatial, axiological, cognitive and emotional distance between the reality presented in the news and media audiences (cf. Chilton 2004, Cap 2006, 2008). The mechanism will be linked to the semiotic properties of the television medium itself (immediacy, “liveness”, “viewability”, co-presence and pseudo-companionship effect; cf. Berger 1997, Corner 1999), and to the news genre, understood both as a process (journalistic routines of selection and news values) and as a product with its verbal and visual dimensions. Accordingly, the interrelations among various dimensions of proximization and distance itself will be determined and examined. Particular emphasis will be placed on the semantic correspondence between various linguistic strategies and tools (lexical, grammatical, stylistic, and pragmatic choices on a micro level, and framing on a macro level) and the visual techniques including close-ups, zooming-in, as well as carefully chosen camera angles and point-of-view shots (cf. Zhou 2005). Last but not least, the dialectics between news cultural embedding and the proximization mechanism will be discussed.

The corpus analysed consists of 50 television news bulletins from several Polish television channels: TVP1, TVP2 and TVP3 (public), TVN and Polsat (private), and TV Trwam (private, with a Catholic-nationalist perspective), which have been recorded and transcribed. The analysis will focus on selected local, national, and international events, including the presidential plane crash in Smolensk.

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Cap, P. (2006) *Legitimization in Political Discourse: A Cross-Disciplinary Perspective on the Modern US War Rhetoric*. Cambridge: Cambridge Scholars Press.

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Robinson, P. (2005) “The CNN effect revisited”. *Critical studies in media communication* 22(4): 344-349.

Schaap, G. (2008) *Interpreting Television News*. New York: Mouton de Gruyter.

Zhou, S. (2005). “Effects of Arousing Visuals and Redundancy on Cognitive Assessment of Television News”. *Journal of Broadcasting & Electronic Media*, 49(1), 23-45.

**Helga Kotthoff,**

***Co-creating fantastic pretense scenarios***

[contribution to the panel *Pragmática Social: Ironía y Humor*, organized by Alvarado Belén]

My paper deals with a special type of humorous storytelling which is based on the cooperative construction of a coherent fantasy scenario. Characteristic of this highly entertaining genre is that several conversational participants make brief contributions that distance a scenario from reality and turn-by-turn (step-by-step) shape and intensify its absurdity and funniness. I will discuss the structure and function of joint fictionalization in the frame of conversation analysis and anthropological-linguistic genre theory and highlight the artistic dimensions (Kotthoff 2007, 2008). In co-creating such joint pretenses, participants have to react quickly and coherently. Stylistic particularities are somewhat obvious: speakers take many short, elliptical turns in rapid succession. This narrative subtype reveals how strongly the participants orient themselves to what has been said previously in the conversation and build upon comments others have already made by drawing on the appropriate contextual knowledge so that they can immediately “go each other one better.” Meta-communicatively they signal: “this is play”. Even on the level of formulation, tellers obviously cooperate in this genre. They work strongly with “imagery” and narrative detailing in Tannen’s sense (1989). People reveal their knowledge of particular cultural artifacts in this genre (Winchitz and Kozin 2009, 401). At the same time, they also negotiate their stances toward the behavior of the real and fictional characters .

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Kotthoff, Helga (2007): Gemeinsame Herstellung humoristischer Fiktionen im Gespräch- eine namenlose Sprechaktivität in der spielerischen Modalität. In: Helga Andresen and Franz Januschek (eds.): *SpracheSpielen*. Freiburg: Fillibach, 187-214.

Tannen, Deborah (1989): *Talking Voices*. Cambridge: CambridgeUniversity Press.

Winchitz, Michaela and Kozin, Alexander (2008): Comical hypothetical: arguing for a conversational phenomenon. *Discourse Studies* 10(3): 383-405.

**Michele Koven,**

***Communicating antiracist selves and racialized others across languages: The case of French Portuguese bilingual Luso-descendants***

[contribution to the panel *Figuring Citizenship: Children & Youth’s Communicative Practices and the Cultural Politics of Citizenship*, organized by Reynolds Jennifer F.]

This paper examines how Luso-descendants, the daughters of Portugueseimmigrants in France, position themselves relative to the racialimaginaries of France and Portugal,the two countries in which they claim various types of belonging. This paper explores how and why these transnationally mobile bilingualsappear to display different racial attitudes in each language.

Because of their complex ties to France and Portugal, Luso-descendantsperform different identities when speaking French and Portuguese (Koven 1998, 2007, 2009). They implicitly link each language with distinct types of "French" vs."Portuguese" time, place, and person. In Portuguese, they assume personas from rural, “oldfashioned” Portugal; in French personas from urban, youthful, modernFrance. In Portuguese monolingual contexts, participants may struggle to sound like a “young person.” In other words, they try, oftenunsuccessfully, to marshal the semiotic resources that allow“youthful,” “modern” identities to travel from their French into theirPortuguese. This larger struggle emerges markedly in race talk, wherethey may seem across more “politically correct” in French and moreracially biased in Portuguese.

I first compare how participants are differently positioned in Frenchand Portuguese ethnographic contexts, in which notions of race, racism, and race talkare situated. I consider each country’s legacy as a former colonial power, and its relation to apopulation of both citizens, migrants and their descendants who may continue to be marked as culturally, phenotypically, linguistically,and religiously other.

I then compare participants’ narrations of interracial encounters inFrench and Portuguese, focusing on two types of discourse strategiesthrough which speakers display their own racially defined identities as white,as well as racial attitudes toward non-whites : 1. speakers’ use ofdescriptors for those of African descent in French (noir, black, decouleur, renoi) and Portuguese (negro, preto). These are potential indexes to others of a speaker’s attitudes, politics, and identity asan open-minded anti-racist, or an old fashioned racist; 2. speakers’quotations of racially marked others, as a more covert strategy for presenting images of selves and others as social types.

Withattention to these two strategies, I show how participants havedifferent ways of performing racialized others and antiracist selvesin French and Portuguese.

How to explain the differences? These women may not master theresources that allow them to present themselves as modern antiracistsin Portuguese. However, such mastery is not a context-free skill. Portuguese antiracist ways of speaking have a different history anddifferent demographic distribution than their French equivalents.Speakers’ access to French and Portuguese race talk registers ismediated by their different positioning in French and Portuguesesociolinguistic space and history. Speakers’ performances of differenttypes of race talk become a critical site for examining how they maybe unable to transport/translate their own racializing and racializedidentities across nationally defined sociolinguistic contexts.

**Michal Krzyzanowski,**

***Discourses and Concepts in the EU Policy: Combining Critical Discourse Analysis and Conceptual History to Examine European Union's Recent Policy Documents***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

The aim of my paper is to present a discourse-conceptual analysis of a set of genres commonly defined as policy documents. Whereas the latter have traditionally been studied from the point of view of rhetorical or other features which support their mainly regulatory function, the analysis of how policy documents define and conceptualise salient social and political concepts has usually been somewhat neglected. However, according to my paper, such analysis should be a standard element of any critical policy analysis since, through the in-depth and context-sensitive study of the origin and dynamics of certain concepts in policy discourses, one is able to not only trace the (immediate) institutionally-specific origins of policies but also examine their (wider) ontologies including overarching ideologies and macro socio-political discourses.

Proposing a discourse-conceptual analysis which combines insights from within conceptual history (especially the German *Begriffsgeschichte*) and critical discourse studies (Discourse-Historical Approach), the paper studies empirically documents embedded within recent policies of the European Union (EU). Looking at different EU policy genres (such as, *inter alia*, framework strategies, action plans, white papers, etc.) the paper scrutinises in detail conceptual aspects of two strands of the EU policy which recently proved to be highly-controversial: (a) the *European Commission's Communication Policy*, which, undertaken since 2006, has served as a tool in making the Commission and other EU institutions more democratic, transparent and more accountable to different European publics and (b) the *EU Language and Multilingualism Policy* which, developed since 1997, has aimed to foster Europe's (notably EU member states') multilingualism as one of the basic skills in the construction of the European 'Knowledge-based Economy'.

Within those policies (and their central genres), the paper studies dynamics of meanings of their key concepts such as 'communication' and 'multilingualism'. The paper shows inasmuch the ontology of the policy-relevant meaning of those concepts – as well as their further dynamics – depend on the larger discursive and ideological structures such as, e.g., neoliberal discourses on Knowledge-based Economy or institutionally-driven discourses on European democracy. The paper also shows how the meanings of those concepts change due to the dynamics of social, political and institutional contexts of their production (and, to some extent, reception) and the changing political function and role of the said policies.

**Shigeko Kumagai,**

***Marginalization of Tohoku Dialects through Mass Media***

[contribution to the panel *Fighting against the Norm: Gender Expectation and Power Negotiation*, organized by Kumagai Shigeko]

This paper argues that Tohoku dialects, spoken in the northern part of Japan, are still stigmatized through mass media even in the boom of dialects. The negative image of them (Inoue 1977) is worsening, since their younger native speakers feel more ashamed of using them in big cities. This paper claims that the reproduction of their negative image is found in the Japanese entertainment TV programs and translated works of American literature and TV dramas.

This paper overviews briefly some historical background concerning the degrading of dialects, pointing out the establishment of standard Japanese in the Meiji era, and describing its substantial spread, and accordingly the strengthening symbolic function of dialects in and after the post-war high economic growth period (Edwards 1985, Johnstone 1999). Furthermore, we prove that mass media have played an important role in the construction of negative stereotyped image of Tohoku dialects (Inoue 1980), taking up some examples from Japanese TV programs and translated works of American literature and TV dramas (Long 1995).

This paper indicates that the examples discussed in this paper reproduce the negative image of Tohoku dialects in terms of lower class, uneducated, and unclean people in addition to their basic image: ruralness and peasant. This negative symbolic image is strengthened now, so that native speakers of Tohoku dialects, especially female ones, hesitate to speak them in big cities even in the age of diversity.

**Ramona Kunene,**

***The effect of culture on bimodal narrative speech acts***

[contribution to the panel *Multimodality, discourse and speech acts: new insights in pragmatics*, organized by Colletta Jean-Marc]

The present study focuses on the role of culture in monologue discourse performed by typically developing French and Zulu children aged between 5 and 12 years as well as adults. This study is based on a bimodal perspective in which we examine speech and co-speech gesture narrative behaviour. On the one hand, discourse development is similar, irrespective of language; age has an effect on language complexity, discourse construction and gesture behaviour. Age has an effect on discourse complexity clues; such as the use of narrative, meta-narrative and para-narrative cues. Gesture use also becomes complex with age with the

increasing use of pragmatic gestures. Culture, on the other hand, has a strong influence on discourse construction and gestural behaviour.

The present study presents the results of an empirical investigation that compares 82 narratives produced by 46 Zulu and 36 French participants. French participants were recorded in Grenoble, France (Colletta et al., 2010) and Zulu participants were recorded in Kwa-Zulu Natal, South Africa (Kunene, 2010). Participants watched a speechless short cartoon and then were asked to retell the story they had seen to the interviewer. All narratives were filmed and transcribed on the ELAN software. Narratives were annotated for language complexity; length and type of clause, syntax, as well as memory recall across the ages. Narratives were also annotated for gesture; type of gesture, function of gesture, temporal synchrony to speech and the form of gesture.

Our analyses revealed a difference in the perception of the task by the two language groups, which in turn influenced the type of pragmatic clauses used by the speakers. Zulu narratives were longer and accompanied with more referential co-speech gestures than the French. The French narratives were brief, synthetic accounts and accompanied by more pragmatic gestures than the Zulu narratives. We aim to show that this difference is linked to culture; each language group perceived the task differently.

**Maxi Kupetz,**

***Affectivity in everyday conversation: The case of empathy***

[contribution to the panel *Emotion displays as social action*, organized by Koole Tom]

In recent conversation analytic research, the display of empathy has been explored in institutional settings such as doctor-patient and helpline interaction (Pudlinski 2005, Ruusuvuori 2005, Hepburn/Potter 2007). This paper explores the display of empathy in everyday conversation. Therefore, a corpus of video-recordings of naturally occurring informal talk-in-interaction among German friends is analyzed drawing upon Conversation Analysis (Hutchby/Wooffitt 1998, Sidnell 2010) and Interactional Linguistics (Couper-Kuhlen/Selting 2001).

Empathy is here not only defined as a practice that “involves demonstrating an understanding of another person’s situation and/or feelings and communicating that understanding back to the person so that they feel understood” (Pudlinski 2005: 267, also Suchman et al 1997: 678), but also as a collaboratively achieved and locally managed “stance” (Stivers 2008: 37) which can occur in both sequences that are contextualized as problematic and troublesome or sequences contextualized as joyful and positive.

The main questions addressed are i) how empathy displays are made relevant by the interlocutors themselves, ii) what multimodal resources actors use to display empathy in social activities, specifically storytellings, and iii) what consequences the display of empathy has with regard to the sequential organization of the ongoing activity. The term multimodality refers to the coordinated deployment of nonverbal resources such as gesture, facial expression, gaze, body display as well as verbal and para-verbal resources such as syntax, lexis, and phonetics/prosody.

It will be shown that affect and hence empathy displays in interaction are locally organized and cooperatively achieved by participants and constitute essential features of certain activities. Cases of empathy and of lacking empathy will be compared to demonstrate the relevance of the affective component for the trajectory of the ongoing talk-in-interaction. In this regard, the relationship between the notions of “affiliation” (Stivers 2008: 35), “emotional reciprocity” (Jefferson/Lee 1981: 421), and empathy needs to be investigated and critically reflected upon.

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**Anne Küppers,**

***Private state in journalese: Applying a French sentiment lexicon***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

The birth and spread of the Internet has created new forms of mass media, such as on-line newspapers, participatory information websites or citizen press platforms. With the purpose of outlining whether the emerged media can be designated as new *journalèse* text types, our research explores the linguistic characteristics of different forms of written on-line news (Küppers & Ho-Dac 2010).

We therefore built up a threefold large-scale corpus of approximately 8.000.000 tokens of French-speaking written *journalèse*, including articles of one Belgian ‘traditional’ newspaper, one French independent on-line journalism project and one French on-line citizen platform. We chose comparable ‘hard news’ sections concerning the treated topics, and excluded those containing explicitly opinionated texts (e.g. opinion, comments, letters to the editor, analyses).

The first part of the presentation introduces an analysis taking into account the two different producing countries and resultant language specificities of the Belgian and French data sets. On the basis of the Dictionary of Belgicisms (Francard et al. 2010), we extract all words or phrases that differ in the two varieties of French or that are unique to Belgian French, in order to assure comparability of the data sets from different source countries.

The second part focuses on the comparison of authorial presence and the expression of authorial stance in the three sub-corpora. Writing guidelines and working structures of the different media varying considerably, our aim is to outline tendencies in writing styles and classify articles, and if possible larger units (e.g. sections, rubrics or all articles of a given medium) in the different sub-corpora, by means of Martin & White’s (2005) division of reporter voice, correspondent voice and commentator voice. We use a corpus analytical method in order to outline linguistic features that compare the language use in the different news media by computer-assisted quantitative and qualitative investigations. On the basis of a French sentiment lexicon (Petraakis et al. 2009, Klenner et al. 2009) of more than 8 500 items including nouns, adjectives, adverbs and verbs, we extract subjective language expressing author’s attitudes, opinions and feelings in order to outline the vocabularies and lexical categories used in the three media’s data sets.

The present talk focuses on lexical means used to express authorial stance: Do they vary in frequency and mode? Are lexical choices and/or lexical diversity similar or different? And if there are differences, which lexical means are used in which media?

We expect only slight differences in language use that are conditional on the countries of origin of the *journalèse* texts. But we hypothesize that the expression of the author’s presence and the expression of his/her authorial stance differs considerably when comparing the different media forms.

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Klenner, M., S. Petraakis & A. Fahrni, (2009), ‘Robust Compositional Polarity Classification’, paper presented at the Recent Advances in Natural Language Processing (RANLP) conference, Borovets, Bulgaria.

Küppers, A. & L.-M. Ho-Dac, (2010), ‘PrivateState in Public Media’, paper presented at the 1st Workshop on Computational Approaches to Subjectivity and Sentiment Analysis, Lisbon, Portugal.

Martin, J.R. & P.R.R. White, (2005), ‘The Language of Evaluation: Appraisal in English’, London, Palgrave Macmillan.

Petraakis, S., M. Klenner, E. Ailloud and A. Fahrni, (2009), ‘Composition multilingue de sentiments’, paper presented at the TALN (Traitement Automatique des Langues Naturelles) conference, Senlis, France.

**Satomi Kuroshima,**

**“Something to say”: Action projection through the Japanese adverbial token *Nanka***

[contribution to the panel *Cross-linguistic Perspectives on Turn-beginnings in Interaction*, organized by Kim Hye Ri Stephanie]

Informed by conversation analysis, this paper explores how a turn preface item in Japanese, *nanka*, projects a turn shape by employing action projection. It has long been recognized that turn-beginnings are a strategic place for turn design and action projection in English (Sacks, Schegloff, & Jefferson, 1974; Sacks, 1992; Schegloff, 1987, 1996). A significant number of studies have examined turn-initial lexical and non-lexical items which alert the recipient with what kind of action the speaker is launching next (Bolden, 2006, 2008; Jefferson, 1983; Heritage, 1984, 1998, 2002; Pomerantz, 1984; Raymond, 2007).

On the other hand, few studies have investigated the projection through a turn initial item in Japanese which can index the projected type of action that a speaker wants to accomplish in Japanese (*eh*-preface in Hayashi, 2009; *iya*-preface in Kushida & Hayashi, 2010). *Nanka* is also examined in several studies, which claim that it prefaces a disaffiliative action such as disagreement (Suzuki, 2000) as well as its overlapping vulnerability (Hiramoto, 2009). While these studies have examined the turn preface tokens appearing in a response turn, but none has examined preface tokens appearing in the initial position of a sequence.

By investigating the adverbial token *nanka* ‘something’ which appears in prefacing both first and second pair part actions, this paper expands our knowledge of turn-initial projection in Japanese. Analyzing the recipient’s alignment with a speaker’s initiated action and conduct, this paper explores the ways in which the participants project a longer stretch of talk through *nanka*. In the first position, *nanka* prefaces the initiation of reporting or

telling which consists of multi-unit turn. In the second position, *nanka* prefaces a transformative response (Stivers & Hayashi, 2010) which often takes a more elaborated, non-type conforming answer. Thus, *nanka* is used to help construct an unstraightforward response by marking the departure from the terms or presupposition made by a prior action. In both environments, *nanka* is often preceded by other turn initial items which index a type of action, while *nanka* per se can help the speakers claim speakership to build a longer stretch of talk as they display their epistemic primacy. In addition, the way in which *nanka* is produced has distinctive prosodic cues in relation to the entitlement to take a turn next. That is, if the speaker is entitled to speak next (i.e., selected by other speaker), *nanka* is incorporated into the following turn's intonational phrase, while if the speaker self-selects, *nanka* is produced as an independent intonational phrase.

In sum, this paper demonstrates how Japanese participants employ a turn-initial token through *nankato* project a turn shape and an action type in certain interactional context. It will also demonstrate how speakers use their epistemic primacy to gain speakership which *nanka* is used to promote.

**Svetlana Kurtes,**

***Reporting, mirroring or shaping the reality: Television news programmes across cultures***

[contribution to the panel *Breaking the news on European televisions: Cross-cultural perspectives (an ENIEDA initiative)*, organized by Kurtes Svetlana]

The paper reports on some preliminary results of a research project initiated by the European Network for Intercultural Education Activities (ENIEDA) and undertaken collaboratively by its international partners. Phase 1 of the project looks into the ways national news programmes across Europe are laid out, structured and thematically sequenced, in an attempt to deconstruct how they are received, perceived and evaluated by their intended audiences. As much as it is important to establish common denominators in the ways news programmes are structured and carried out trans-nationally, it is even more important to identify and properly understand their culture specific characteristics. Phase 2 of the project will then investigate if and/or how these characteristics influence and shape European identities and mentalities, globally, nationally, regionally or otherwise.

More specifically, the paper presents the relevant data collected from main daily news programmes broadcast by the BBC1 (British Broadcasting Corporation) and RTS1 (Serbian Broadcasting Corporation), as the main national broadcasters in the UK and Serbia, and Channel 4 (UK) and TV B92 (Serbia), as one of the independent/commercial broadcasters in the mentioned countries. In particular, we observe *BBC News* (broadcast daily at 10pm), *RTS Dnevnik 2* (daily; 7.30pm), *Channel 4 News* (daily; 7pm) and *B92 Vesti* (daily; 6.30pm), and look into the commonalities and specific differences in which the programmes are laid out and structured. We pay special attention to the ways specific news items are (sub)categorised (e.g. national vs. international; local/regional/national/European/global, etc) and sequenced (e.g. current affairs; culture/entertainment; science/tech; sport; weather, etc).

Methodologically, this is a contrastive study aiming to identify key similarities and differences between the structures and layouts of the news programmes in question, as well as to define their common denominators (i.e. the *tertium comparationis*). Theoretically, we adopt a multidisciplinary approach, mainly drawing from Ilie (2006) and her pragma-rhetorical framing of institutional discourses, Van Dijk (2008) and his interpretation of media genres, as well as Montgomery's (2010) taxonomic approach to news interviews.

**Dennis Kurzon,**

***Is situational silence institutionalized silence?***

[contribution to the panel *The Pragmatics of Silence*, organized by Kurzon Dennis]

In the model the author has been working on and has published in a number of articles (Kurzon 2007a, 2007b, 2009, 2010), three types of silence in interaction have been proposed – conversational, textual and situational. While conversational silence seems to be unproblematic as far as its distinguishing features are concerned, the distinction between textual and situational silence may seem to be not very significant, since most of the cases tend to be institutionalized in one form or another. The contexts in which such silences take place include classrooms, libraries, courtrooms, memorial ceremonies, religious services, for all of which society lays down a set of conventions or rules that stipulate when silence should take place. The number of people present and the question whether a text is being recited or read silently or not may be considered marginal.

On the other hand, firstly, there are differences between textual and situational silence that do need distinct treatment, and are treated as distinct in descriptions and discussions of the various contexts. Secondly, the issue of institutionalization (Jönsson 2007, Kelley et al. 2003, Scott 1995) seems more pertinent in the case of situational than textual silence, since the latter type does include contexts in which two or more persons, outside any institutional setting, are silent, for example, two people sitting in their living room, each one reading something different.

The paper will then focus on situational silence in which most instances tend to be institutionalized to one extent or another. It is possible that only intimate interaction may provide cases of non-institutionalized situational silence.

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### **Shuya Kushida,**

#### ***Uses of name-quoting descriptors in referring to persons (and other objects) in Japanese talk-in-interaction***

[contribution to the panel *Names in Interaction*, organized by De Stefani Elwys]

Participants in talk-in-interaction have a variety of ways to refer to persons and other kinds of objects (e.g. places). Using the CA methodology, this paper examines a practice used by Japanese speakers to refer to a referent whose name is known to them but is not properly available in referring to it. The findings contribute to a developing body of CA research on practices for referring to persons (Sacks & Schegloff 1979; Schegloff 1996; Enfield & Stivers 2007) and other kinds of referents, such as places (Schegloff 1972), across languages. The data for this study comes from approximately 20 hours of audio and video recordings of naturally-occurring talk-in-interaction in Japanese.

The target practice I examine is the use of a reference form that I call a "name-quoting descriptor." It is a noun phrase whose canonical form is [NAME + QUOTATIVE PARTICLE *tte* + VERB *yuu* ("say") + NOUN/NOMINALIZER] (e.g. *Kurosawa tte yuu hito* ("person named Kurosawa")). While a reference to an object by its name implicates a tacit claim of mutual familiarity with it, this form is available for the speaker to refer to an object in the interaction in such a way as to display insufficient mutual familiarity with it or its "epistemic distance" from "here and now." I describe two basic uses of this reference form. First, it can indicate the object's distance from the *recipient*. It is thus available to refer to an object when the speaker supposes that the object is unknown to the recipient, or when the speaker is unsure whether the object is known to the recipient or not, while at the same time expanding the scope of recognition possibility. Second, it can indicate the object's distance from the *speaker*. It is thus available to refer to an object that the speaker supposes is known to the recipient without claiming an equal epistemic status toward it.

The findings illustrate how a reference form can be used for doing more than simply referring to an object. And they give further evidence to the preference for minimization and recipient-design, and participants' orientation to their epistemic statuses toward the object in reference practices.

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Sacks, Harvey and Schegloff, Emanuel A. 1979. Two preferences in the organization of reference to persons in conversation and their interaction. In Psathas, George (ed) *Everyday Language: Studies in Ethnomethodology*, New York: Irvington, pp. 15-21.

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### **Amelia (Amy) Kyratzis, S. Bahar Köymen**

#### ***Peer Group Communicative Practices: Constructing Literacies and Citizenship in a Bilingual U.S. Preschool***

[contribution to the panel *Figuring Citizenship: Children & Youth's Communicative Practices and the Cultural Politics of Citizenship*, organized by Reynolds Jennifer F.]

Despite recent challenges from "post-national processes (Pujolar 2007), discourses which "imagine nations" can essentialize language practices "into static, unitary categories of language and identity" (Bailey 2007: 270). This paper examines how members of a friendship group of Spanish-English speaking girls, predominantly of Mexican heritage, attending a bilingual preschool in California, positioned themselves relative to such discourses. The peer group was followed over several months during free play in their preschool classroom using methods of ethnography and talk-in-interaction.

Through their language practices, group members inscribed some domain associations (Garrett 2005: Paugh 2005; Schiefflin 2003) for English and Spanish (e.g., using English for school-based discourses and Spanish for personal topics). These practices reproduced hierarchical rankings and monolingual discourses of the dominant society. However, the children also challenged these domain associations, through using, at moments, unmarked forms of code-switching, often within single utterances, to signal shifts in “frame” (Goffman 1974) or what constituted the common activity they were engaged in (e.g., between on-task talk and commentary) (Ervin-Tripp & Reyes 2005; Goodwin 1993; Gumperz & Cook-Gumperz 2005; Kyratzis, Tang, & Köymen 2010). Code-switching also allowed the children to make “intertextual” links (Bauman & Briggs 1992; Minks 2006; Reynolds in press) among discourses from different domains of their experience. (For example, they forged peer group alliances with school-based genres like spelling board games; they used classroom literacy practices like journal-writing to evoke media genres from children’s popular culture). Through such practices, the children rendered classroom literacy activities more relevant to their peer social lives (Dyson 1993). The examples illustrate several ways in which children’s peer group communicative resources enable them to “integrat[e] the heritages of “*dos* worlds/two *mundos*” (Zentella 1997: 101), and serve as a basis for transitioning to school-based communicative resources valued in the U.S. schooling system. The children’s “heteroglossic” (Bakhtin 1981) communicative practices in the bilingual preschool, although in certain ways reproducing essentialized notions of language and citizenship, for the most part challenge stratified patternings.

**Natalia La Valle,**

***“I fill the tub, Jacques and Chloé?”. Addressing practices in adult-children interactions and the organization of everyday life***

[contribution to the panel *Names in Interaction*, organized by De Stefani Elwys]

From a classical pragmatical perspective, forms of address present functions related to attention/identification, politeness or phatic issues. From an interactional perspective, address terms and names have been described with regard to practices of addressing through which social actors establish the availability of a recipient, the directionality of the talk (Schegloff, 1968), the selection of the next speaker (Lerner, 2003) and the shaping of particular participation frameworks (Heritage, 1985), among others. This paper contributes to a praxeological perspective towards address terms and names, relying on ethnomethodology and on a multimodal analysis method. Drawing on a video-ethnography conducted in a dual-earner family household, in France, I will examine mother-children interactions to describe how addressing practices contribute to the felicitous progress of evening routines. The family counts three siblings of 2, 6 and 13 years old, the mother being the main agent of domestic organization and childcare. As such, she is also massively oriented to (spatio-)temporal and organizational issues of action, marking boundaries, anticipating, testing waters and projecting transitions. This orientation entails a number of interactional practices: summoning, claiming authority, setting the agenda, stressing the expectedness of an activity sequence, etc. When preparing herself and others for particular activities, she mobilizes collective- and individual-oriented summons and addressing forms, based on common nouns as well as on proper names. In doing this, the two younger children are often configured as a dual entity. Yet, the configuration changes during the activities’ unfolding: the dual entity is dissociated or reassociated (“Jacques”; “Chloé”/“Jacques and Chloé”), according to local concerns and expectations of the inter/action so far. Through a single case analysis, I will examine the “positional division of labor” (Lerner, 2003) of addressing practices, with regard to three successive organizational sequences: “testing the waters”, making announcements of next activity and secure children’s compliance with the activity agenda. Regarding this last point, addressing practices design reciprocity in ways that assign different degrees of responsibility to children. As we see, nominal vocatives, names, and their specific force can be studied as addressivities: through a pragmatics of names, the study of addressivity contributes to our understanding of the social organization of action and the production of a common-world (Duranti, 2009).

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Duranti, A. (2009), « The force of language and its temporal unfolding », *Language in Life and a Life in Language: Jacob Mey - A Festschrift*, Turner, K and Fraser, B. (eds.), Emerald Group Publishers, pp. 63-71.

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**Igor Lakić,**

***Shaping Reality in the TV News: The Case of Montenegro***

[contribution to the panel *Breaking the news on European televisions: Cross-cultural perspectives (an ENIEDA initiative)*, organized by Kurtes Svetlana]

This paper presents some initial results of a more extensive interdisciplinary analysis within the ENIEDA (European Network for Intercultural Education Activities) project on electronic media carried out by an international team of linguists. The paper will present an analysis of the main news programmes of two Montenegrin TV channels – The Public Service *RTCG* (formerly the state television, still giving priority to the activities of the ruling coalition in Montenegro) and *TV Vijesti*, an independent private broadcaster with a more open and unbiased approach to current issues.

My initial hypothesis is that the layout and sequencing of the main news programmes in the two media is different, which is a result of the political, economic, social and other circumstances that influence editorial policies of the two TV channels.

The news items that will be analysed include those referring to the EU accession of Montenegro and the problems in dealing with the ‘hot’ issues such as corruption, organised crime, privatisation process, strikes, minority issues etc. The assumption is that these problematic topics are covered in a way that involves quite an amount of ‘spin-doctoring’ on the public service, while *TV Vijesti* reports on these issues in a more objective way. This claim will be checked in the analysis both on the macro and micro levels.

On the macro level, I will try to establish to what extent the channels conform to the conventions of the genre and whether their reporting is biased by looking into the manner the news and their content in the two TV stations are structured. This seems to be directly influenced by ideological, financial and social constraints of the two channels.

In addition to the analysis of the macro level, I will look into specific language items on the micro level (vocabulary, syntax, semantics...) in order to confirm the findings from the macro level analysis.

I will base my research on the pragma-rhetorical framing of institutional discourse as described by Ilie (2006), media discourse analysis and interpretation of media genres by Van Dijk (2008), critical discourse analysis (McQuail 1992, Renckstorf et al. 2001) and taxonomic approach to news interviews developed by Montgomery (2010).

**Daniela Landert,**

***Soundbites and reportable facts: The functions of direct quotes in online news***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

Present-day news media do not just report what has happened but they are full of what people have said about what has happened. They quote important newsmakers, celebrities, eye-witnesses and experts, but also the ordinary “man or woman in the streets”. Three main functions of direct quotes in news media have been suggested: 1) they constitute a “particularly incontrovertible fact”, especially if the journalist has a record of the source text; 2) they can be used by the journalist to distance him- or herself from the source’s statement; and 3) they introduce “the flavour of the newsmaker’s own words” (Bell 1991: 207-209). In this paper I explore the modifications that these functions are currently undergoing in written news reports in British online newspapers.

I will argue that the online setting can have a direct effect on the first of these functions. On online news sites it is possible to link to or embed records of a source’s statement, e.g. in the form of an embedded video or the link to a press release on the Internet. When such records are quoted in a written news report, the audience is presented with evidence that the source actually said what is being quoted; thus the faithfulness claims of the direct quote are substantiated. I will argue that this reinforces the function of the direct quote as a reportable fact. In this case, there is a close interaction between the communicative setting of online newspapers and shifts in the functions of direct quotation.

Moreover, I will analyse the extent to which the function of presenting the source’s own voice is gaining importance for quotes in present-day online news. It seems that direct quotation is increasingly used to express opinions, evaluations and emotions of different newsmakers. This means that personal opinions are not only gaining visibility through blogs, user comments and discussion forums, but also through the use of direct quotation in news reports. I will argue that such a development should be seen in the context of more general tendencies towards personalisation in mass media.

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**Mats Landqvist,**

***Professional roles in a medical telephone helpline***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

This panel contribution will address interaction and communicative tasks in advice-giving telephone calls within a health care setting. The study is part of a larger project on crisis communication, which aims at investigating telephone nurses’ managing callers’ anxiety in crisis situations while giving relevant health care advice. The telephone setting creates limitations for the mediation of medical knowledge compared to other forms of medical care interaction. The focus on verbal mediation puts demands on both nurse and callers regarding oral

proficiency and, to some degree, eloquence. Additionally, modern information technology makes available a broad spectrum of information services, but also a greater call for argumentation. Thus, the traditional focus of empathy and individually adjusted advice is today complemented in an inter-discursive way by different kinds of tasks, such as generic argumentation on for example how to deal with pandemic risks of flu infection. The demands placed on callers are in this way extended not only to receiving advice but also to participating in discussions on the topic at hand and to evaluating arguments. A corpus of telephone calls, all on flu prevention, has been collected from a Swedish call centre specialized in health care advice. The analysis is informed by linguistic pragmatics, relevance theory and CA. In particular, concepts like activity types, discourse types and communicative projects have been used. Results show that callers do not always appreciate the variety of demands that they encounter, which sometimes makes nurses re-evaluate and modify their communicative style. The talk will focus on the multitasking required of nurses due to these different situational demands, as some examples of discursive shifts will be presented.

**Pierre Larrivee, Estelle Moline**

***Intervention Effects are (Lack of) Informativity***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

This work revisits the relation between Pragmatics and intervention effects. The term intervention effect describes the sentences that are infelicitous as a result of an operator like a negative standing in the way of the syntactic movement of an item such as a WH word.

(1) ?\* How didn't he speak to Bill?

However, these infelicities can apparently be resolved by syntactic factors, and movement over negation is possible for argumental WH because the trace they leave behind is licensed by the verbal predicate.

(2) To who(m) didn't he speak kindly?

This leads to the expectation that an adverbial WH used as an argument of a predicate should be more felicitous than (1), an expectation that is not supported (?\* How didn't he behave?). A further unsupported expectation is that the felicity of in situ WH should not be affected by the presence of sentential negation since it does not undergo movement, and yet affected it is (?? He didn't speak how?), unless it acts as an echo-question. The pragmatic function of an utterance does indeed have a considerable role to play in its acceptability. A previous study by the authors of this proposal show that the French equivalent of How is amply attested with negated interrogatives in contemporary corpora of that language when the interrogative has a rhetorical interpretation. The reason for this is that rhetorical questions suppose no answer. Providing a meaningful answer to genuine negative questions is difficult because these generally fail to have a finitely enumerable set of answers that provides information of the state of the world: if it were possible, listing a finite number of ways in which someone did not speak to Bill still does not tell us how Bill was spoken to. The informational asymmetry of negation (Givón 1978, Horn 2001) is therefore hypothesised to be what creates the infelicity of intervention effects (Kuno et Takami 1997, Spector 2006, Abrusán 2008).

The examination of this hypothesis is the purpose of the current proposal. It considers in what negative contexts adverbial WH in English and French are felicitous, on the basis of elicited and attested examples in existing studies (Kroch 1989, Spector 2006, Abrusán 2008) and in major corpora. The contexts of repetition of the propositional material (When did you speak? When didn't you speak?), existential modals (How did John certainly not speak?, Fox et Hackl 2005) and psychological verbs (Larrivee and Moline 2010), options (Where didn't you speak, X or Y?), of some WH modifier (When for instance did you speak?, In which precise way didn't you?), and the general felicity of negative reason questions (Why didn't you speak?) are related to the notion of allowing a finite answer that informs on the state of the world. It is claimed that presupposed propositions allow for meaningful answers to negative questions with adverbial WH in resolving the informational asymmetry created by negation. The elucidation of the conditions for an informative answer provide an illustration of the impact of pragmatics on syntactic sequences.

Abrusán, Márta. 2008. A Semantic Analysis of Negative Manner Islands with Manner Questions. MS, MIT. 17

**Gerda Lauerbach,**

***Presenting exit polls, projections and real votes on tv - a genre of show and tell?***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

Presenting the results of public opinion research has become an everyday feature of political discourse on television – be it on attitudes and preferences regarding some current political issue, be it on “generic” ballots (“If elections were being held today, which candidate/party would you vote for?”), or on exit polls after national or regional elections, which are followed by projections of the results and by the actual votes cast.

This paper will present analyses of data from British, German and US national television election nights and try to isolate the constitutive and optional features of what may turn out to be a sub-genre of reporting. The genre is

an essentially audio-visual one: A television studio moderator or statistics expert talks the audience through the results of some public poll, while the figures and what they refer to are displayed on the screen in varying degrees of technical and graphic sophistication. The analysis will focus on the voices and footings that are in play in this basically monological genre; also on the genre's functions and on the ways in which moderators do informing, explaining and commenting. Cultural differences are to be expected, as are those between national and international channels as well as public and commercial ones. The main concern will however be not on comparison but on describing the properties of the generic blueprint of the genre and its contextual relations in the generic chain of election night discourse.

Methodologically, the paper draws on CDA, CA, systemic-linguistic work on register, genre and appraisal, on sociological work on voice, framing and footing, as well as on work regarding image, talk and rhythm in tv genres of the news

**Ritva Laury, Marja-Liisa Helasvuo**

***Free NPs with relative clauses as emergent constructions in Finnish conversations***

[contribution to the panel *Emerging units in embodied interaction*, organized by Keevallik Leelo]

This paper is part of a larger project concerning the structure and use of relative clauses in Finnish conversation (Helasvuo & Laury 2009) based on 11 hours of multi-party conversations and telephone calls containing 342 relative clauses. In this paper, we consider NPs with relative clauses which are not part of any clause; that is, free NPs (Tao 1996, Helasvuo 2001) which include a clause. This group of NPs includes both so-called right and left dislocations (LDs and RDs) and other types of detachments (Neveu 2010). We consider these constructions emergent in conversation (Hopper 1988, Pekarek Doehler frth.), responsive to local contingencies and reflecting in their form the uses to which they are put.

In our relative clause corpus, the percentage of free NPs among the heads of RCs is relatively high (63/342 or 18 %) and much higher compared to their frequency in conversational discourse (cf. Helasvuo 2001: 90). The detachments in our data do not seem to organize the information structure in the way described by Lambrecht (1981, 1994) for French. Neither do they seem to serve a topicalizing function similar to the one described by Gelyukens (1992). Instead, they appear to function in formulation and negotiation of reference in a variety of ways. The fact that the constructions we study include a predication within an NP which is syntactically unintegrated is crucial to their function. What is clear is that detachment constructions are not nearly as grammaticized in Finnish as they are, for example, in French, as described by e. g. Pekarek Doehler (2001, frth.) We find six types of constructions consisting of a detached NP and a relative clause in our database, which form a continuum of integration into the clausal level. The referents of the LDs in our data, unlike those in Gelyukens' English data, are generally not promoted to topics; many of them are non-specific. Our data also contain a large class of free NPs which precede predications but are not followed by a clause containing a coreferential pronoun; the talk which follows these NPs may be parenthetical, and the free NPs may project rather far into the talk which follows through, for example, case assignment. RDs are very rare in our data; all of them have specific referents and function in referent negotiations. Free NPs also function as appositions in our data, that is, they follow immediately after an NP with the same meaning; very few of these are referential-specific; rather, they are used to negotiate class or property. Another large class are free NPs which are not integrated into any clause, but rather repeat or amplify the description given in another, preceding NP. Even less syntactically integrated are free NPs which serve independent functions of commenting on a previous action.

Gelyukens, R. 1992: *From discourse process to grammatical construction*. Amsterdam: Benjamins.

Helasvuo, M.-L. 2001: *Syntax in the Making*. Amsterdam: Benjamins.

Helasvuo, M.-L. & R. Laury 2009: Relative clause structures in context. Paper given at IPC11, July 2009. Melbourne, Australia.

Hopper, P. J. 1988: Emergent grammar and the a priori grammar postulate. In D. Tannen (ed.), *Linguistics in context*. Norwood, NJ: Ablex.

Lambrecht, K. 1981: Topic, antitopic, and verb agreement in non-standard French. Amsterdam: Benjamins.

Lambrecht, K. 1994: *Information structure and sentence form*. Cambridge: CUP.

Neveu, F. 2010: La linguistique du détachement en français. Paper given in the Symposium « Grammaire de l'information et typologie », March 25-27, 2010. Université Paris III, Paris.

Pekarek Doehler, S. (forthcoming): Emergent grammar for all practical purposes: The on-line formatting of left- and right dislocations in French conversation. In P. Auer & St. Pfänder (eds), *Emergent Grammar*. Berlin: Mouton.

**Michelle Lazar,**

***Professional, Pampered and Privileged: Postfeminist Representations of the 'New' Woman in the Public Sphere***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

This paper examines postfeminist representations of femininity in contemporary commercial advertising in Singapore. Specifically, my focus is on the strong presence accorded to modern ‘new’ women in the public sphere today. I shall deal with this in three ways, each of which disrupts in some way normative gendered discourses about women in the media and/or society at large. First, contrary to the ubiquitous narrow, stereotypical representation of women in domestic roles and situations in advertising, the advertisements under study accord representational visibility to women in the public domain of work as professional career-women on par with men. Second, partly as a consequence of their working long hours in the public sphere, women are represented as entitled to luxurious self-pampering beauty and spa treats. Unlike a normative ‘other-centred’ femininity that is based on socio-cultural expectations that women ought to prioritise the needs and interests of their families above their own, the postfeminist representation focuses on women’s prerogatives for a change. Finally, women have access not only to the public sphere of work, but also have female-only public spaces reserved exclusively for their use – which bear resonances to privileged men-only social clubs of yesteryears. The analysis of these representations is multimodal, taking into account the composite of meanings made available through the semiotic resources of language, typeface, gaze, posture and dress. Adopting a critical feminist perspective, the study seeks to address the implications of this postfeminist identity, particularly, in relation to the newly emerging gendered ‘public-private’ distinction witnessed in these advertisements. While, undoubtedly, the advertisements present refreshingly progressive women-centric images, the ‘new’ postfeminist feminine identity is contingent upon a distinctly middle-class lifestyle that is premised upon the availability of a woman’s disposable income and willingness to participate in endless commodity consumption. Furthermore, in spite of positive semantic associations of the ‘public’ sphere for the modern woman, the ‘postfeminist’ feminine identity construed in the advertisements tend to recycle stereotypical images of women as largely interested in, and evaluated by, their appearance and physical fitness. In fact, instead of the public sphere affording a space for women to create social bonds and solidarity with others (and especially with other professional women), it is largely re-configured as a private, individual space of one’s own.

**Jee Won Lee,**

***Systematic Repetition of the Third Person Singular Pronoun ta in Mandarin: Authority and Knowledge***

[contribution to the panel *Cross-linguistic Perspectives on Turn-beginnings in Interaction*, organized by Kim Hye Ri Stephanie]

This study examines ways in which native speakers of Mandarin Chinese employ repetition of the third-person pronoun at turn-initial positions in naturally occurring conversation. A number of recent studies examine repetition in an interactional context; Goodwin (1990), Anward (2005), and Du Bois (2007), among others, address the transformational aspects of repeating another’s speech in conversation. Stivers (2004) and Curl et al. (2006) explore self-repetition as a stance marker of problematic speech. Sperber and Wilson (1986) note that self-repetition also allows speakers to give voice to implicit meanings within their speech and to direct the recipient’s attention to the words repeated. However, there have been no such studies of Mandarin self-repetition as a communicative practice in its own right.

This study aims to fill that gap by looking at a Mandarin speaker’s use of third-person-pronoun-*ta* repetition to take control of a conversation. The speaker first repeats *ta* to call attention to her demand for information from two other participants in the conversation. Once she receives this information, she once again employs *ta* repetition to present herself as the primary authoritative speaker. In doing so, the *ta*-repeating speaker seizes the floor and effectively silences other participants.

This speaker can become the center of this interaction because pronoun repetition disrupts conversational progressivity, which in turn grabs recipients’ attention. The repetition also enhances recipients’ anticipation since it clearly projects more information forthcoming. The speaker in this interaction uses the disruption that she has created to become the dominant participant in the conversation.

Pronoun repetition is even more disruptive in Mandarin since Chinese is a pro-drop language. The subject pronoun is generally not even necessary—its very presence is often unusual. By using the pronoun *ta* in her speech at all, the speaker in this interaction calls attention to her relationship to the referent. The person who she describes with the third-person pronoun becomes a non-speaking object in the conversation. This change in the referent’s status is heightened by the *ta* repetition, especially since that referent is still physically present.

There are, of course, plenty of opportunities in spoken Chinese to repeat non-pronominal words at turn-initial position. However, speakers tend not to do so unless they are engaging in some sort of repair. The repeated personal pronoun, on the other hand, has a special function: defining speaker-addressee relationships. The meaning of “I,” “you,” or “she/he” is entirely dependent upon a specific context of participants and referents. The *ta* in this interaction is clearly indicated only by who is present and who is the recipient of the speaker’s gaze. It is therefore important to include the non-linguistic as well as the linguistic content of an interaction. By showing that a single speaker’s use of third-person pronominal repetition acts as a stance marker in conjunction

with other interactive strategies, this study presents a new perspective on Chinese pronominal use. It also enriches our understanding of “disfluent” language use in general.

**Chungmin Lee,**

***Evidentials: Evidence from various interactions in Korean***

[contribution to the panel *Evidentiality: Theory and Practice*, organized by Fetzer Anita]

The observational evidential *-te* in Korean shows that prior to the speech time the speaker either observed a described event/state **directly** if it occurs with PRES or observed the result of an event/state and **inferred** that the eventuality took place if it occurs with PAST in tense. However, the *-te* expression of a described eventuality with PRES can also get an **inferential** reading when it refers to a future eventuality in a topical future reference time based on the speaker’s observation of forecast or schedule, contra Chung (2007) or J. Lee (2010) (*Obama-ka hankwuk-ey o-te-ra* ‘[I read] Obama will come to Korea.’ J. Lee offers a modal analysis of this typologically interesting evidential. But speakers of Korean feel a (visual) observational feature more distinctly than modal force. A separate epistemic **modal** morpheme of conjecture *-keyss* is distinctly modal. If both elements co-occur in one sentence the certainty of the event involved certainly decreases (*Pi-ka o-ass-keyss-te-ra* ‘It might have rained, guessing from my observation’) because of the doubly modalized situation. Primarily, however, evidentials show information source rather than certainty/truth of propositions. The perceiver of sensory (visual) observation involved in an evidential *-te* sentence is its speaker but if the *-te* sentence ends with the declarative reportative evidential *-tay*, which originates from a quotative complex clause, then the perceiver is not equal to the speaker but to the reporter. If the *-te* sentence ends with the interrogative reportative evidential *-nuay*, the perceiver becomes the addressee of the question (finally the speaker); the embedded *-te* question shifts the perspective to the addressee but the final reportative shifts the perspective back to the speaker. Imperatives and propositives, involving deontic, cannot occur with *-te*. Subject constraints and interactions are examined.

If *-te* occurs in a non-final clause ending with the **sequential/causal** connective *-(u)ni*, the PRES clause denotes sequential relation with the third person subject (*Ku-i-ka/\*nay-ka ture o-te -ni coyonghi anc-te-ra* ‘She/\*I came in [as I observed], and (then) she sat quietly (as I observed),’ whereas the PAST clause denotes causal relation based on the internalized inferential result-experience as cause and the resulting consequence in the final clause with the first (and often third, but not second) person subject (*Nay-ka/\*Ney-ka/??ku i-ka inhyeng-ul chiss -te -ni inhyeng -i ssureci-ess-ta* ‘Because I/\*you/??he hit the doll [as I experienced], it fell.’

Interestingly, *-te* occurs in a self-directed *wh*-question such as *nay-ka ku chayk-ul etey noh-ass-te-ra?* ‘Where did I put the book [I perceived where I put it but I don’t remember]?’ Here the perceiver is the speaker, whereas a real question with *-te*, ending with *-nya*, shifts the perspective to the addressee, who becomes the perceiver.

Evidentials in Korean interact with each other, with epistemic modal, with connective, and with moods, showing their distinct features.

**Cher Leng Lee,**

***Varieties of Chinese Compliments and Responses: China, Singapore, and Malaysia***

[contribution to the panel *Variation in pragmatics: The case of compliments*, organized by Schneider Klaus P.]

Much research has been done on comparing compliment from different languages: Polish and English (Herbert 1991), American English and Chinese (Chen 1993), British and Spanish (Lorenzo-Dus 2001), and Australian English and Mandarin Chinese (Tang and Zhang 2009). These studies of Chinese compliments and responses have treated the Chinese speaking world as a homogeneous entity assuming that they are to a large extent similar.

This paper will adopt the variational pragmatics (Schneider and Barron 2008) approach by comparing Chinese compliments and responses among the different groups of Chinese students studying in Singapore. These students include Singapore Chinese, Malaysian Chinese, mainland China Chinese, and Taiwanese. Singapore is an ideal place to do such comparative study as it has a large Chinese community and has attracted students from China and Malaysia to study at the universities. The undergraduate and graduate programs at the universities are well represented by students from these various countries.

This paper will study how these Chinese students from different parts of the world compliment and respond, including the topics of compliments, how the compliments are formulated, what are the responses, and how does gender and relationships affect the compliments and responses. Complimenting and responses are fascinating as they are the mirrors of cultural values of the speech community (Mane 1983). For example, the Chinese New Year compliments among Singaporean Chinese reveal that the most common compliments revolve around children’s education and socio-economic success (Lee 2009). By comparing the compliments and responses of these different Chinese speech communities, we will go beyond generalizations by gaining insights into the subtle differences both in values as well as pragmatic expressions. These insights are invaluable to in helping us understanding how the Chinese language is used differently in these speech communities.

Gu, Y., 1990. Politeness phenomena in modern Chinese. *Journal of Pragmatics* 14 (2), 237-257.

- Herbert, R.K. 1997. The sociology of compliment work in Polish and English. *Multilingua* 10 (4), 381-402.
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- Schneider, K. P. and A. Barron (Eds.) 2008. *Variational Pragmatics. A Focus on Regional Varieties in Pluricentric Languages*. (Pragmatics & Beyond New Series 178). Amsterdam/Philadelphia: John Benjamins.
- Tang, C.-H., Zhang, G.Q., 2009. A contrastive study of compliment responses among Australian English and Mandarin Chinese speakers. *Journal of Pragmatics* 41 (2): 325-345.

**Zsuzsanna Lengyel, Patrícia Balázs, & Lívia M. Ivaskó**

***Intended or not intended, literal or nonliteral meaning – some evidence from normally developing Hungarian children***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

This study investigates the development of pragmatic comprehension by adapting the approach of relevance theory (Sperber–Wilson, 1995), and it also considers current pragmatic theories, that is why Perkins’s “emergentist” model (Perkins, 2008), one of the newest approaches to pragmatics, is embedded into the theoretical framework. The latter view of pragmatics is compatible with MacWhinney’s emergentist approach (MacWhinney, 1999) to language processing. Applying relevance theory makes it possible to identify the processes which children rely on during interpreting the communicator’s intentions such as inferences based on contextual information, implicatures or effort they make during comprehension. Consequently, attempt is made to combine linguistic theories with pragmatic ones, and in our analysis of children’s pragmatic development, we take the underlying cognitive processes into account as well.

In this study, 116 normally developing Hungarian children aged 3-13 were examined. The test focused on their understanding of the nonliteral meaning of different idioms, figurative expressions, irony, speech acts and (intentional) violation of discourse norms.

The research was conducted by means of experimental pragmatics (Noveck, 2001) during which we have designed a test which enables us to study children’s language use in spontaneous, casual speech. On the one hand, our goal is to explore the way normally developing children produce and understand implicatures, metaphor and figurative uses; and on the other hand, we attempt to describe those developmental properties that characterise different age groups. To be able to investigate the process of comprehension/interpretation thoroughly, “novel metaphors” (Giora, 2008) were embedded into the dialogue. In this way it becomes observable how children interpret utterances including figurative language, and which elements of the communicative situation they rely on.

Results indicate that in certain cases the four-year-olds can infer the nonliteral but not the intended meaning with the help of contextual information, their previous knowledge and relevance. Discovering this developmental process has led to the introduction of the category called “not intended, nonliteral meaning”, which we used as a special term referring to those answers that are not interpreted literally, but do not convey the meaning intended by us. Findings suggest that huge differences in the pragmatic development occur between the age of 3 and 4. That is why underlying cognitive development must be considered. Our results also show that students above 6 can already interpret/comprehend conventional idioms in their intended and nonliteral meaning, but only at the age of 8 or 9 becomes their pragmatic competence stable (Karmiloff–Karmiloff-Smith, 2002).

**Alexandra Lenz,**

***On Perception of Grammar from a Variationist Linguistics Point of View***

[contribution to the panel *Perception of Language*, organized by Bachmann Iris]

This presentation will concentrate on attitudinal and perceptual aspects of language, especially of grammar. The starting point of the discussion is the thesis that within variationist linguistics research on attitudes as well as within the currently booming “perceptual dialectology” the main focus of research interest has only rudimentarily been grammatical phenomena, while other linguistic levels (especially phonetics/phonology) have definitely attracted more interest (see e.g., Preston 1999, Long/Preston 2002, Vandermeeren 2005, Anders/Hundt/Lasch 2010). Evidence for this thesis will be presented in the first part of the presentation in which a short overview of questions, methods and results of current language attitudinal and perceptual research will be presented.

The second part of the presentation will focus on the question of how to fill the gap in the research sketched out in part one. To this end, approaches to the problem up to now will be outlined and new solutions developed. Besides the presentation of recent research literature, the results of current perception tests, which have been

conducted especially in the Austrian language area, will be discussed. These results will provide answers to the following questions:

- What about the salience (Trudgill 1986: 11) of grammatical phenomena?
- Which linguistic phenomena at which linguistic levels are metacommunicated, and which are “perceived”?
- Which elements at which linguistic level delineate varieties inwards and outwards from the perspective of speakers and listeners?
- What elements constitute “subjective” varieties, and what role do grammatical phenomena play?

Anders, Christina Ada / Hundt, Markus / Lasch, Alexander (2010): *Perceptual Dialectology. Neue Wege der Dialektologie*. Berlin, New York: De Gruyter (Linguistik - Impulse & Tendenzen 38). Long, Daniel/ Preston, Dennis (eds.) (2002): *Handbook of Perceptual Dialectology*. Vol. 2. Amsterdam/ Philadelphia: John Benjamins Publishing Company.

Preston, Dennis (ed.) (1999): *Handbook of Perceptual Dialectology*. Vol 1. Amsterdam/ Philadelphia: John Benjamins Publishing Company.

Trudgill, Peter, *Dialects in Contact*, Oxford 1986 (Language in Society 10)

Vandermeeren, Sonja (2005): Research on Language Attitudes. In: Ammon, Ulrich [et al] (eds.): *Sociolinguistics. An International Handbook of the Science of Language and Society*. Volume 3.2. Berlin, New York: de Gruyter, 1318–1332.

### **Gene Lerner, Kerstin Botshch, Kyu-hyun Kim, Josh Kuntzman, & Martin Pfeiffer**

#### ***Speaking to an Outsider - Speaking as an Outsider***

[contribution to the panel *Numbers in (inter)action: How the number of participants matters for the organization of talk-in-interaction*, organized by Bolden Galina]

What are the practices of language and body employed to engage someone outside the immediate co-presence of a speaker and their immediate co-participants - i.e. to engage them as an "outsider"? Also, what are the practices employed by an "outsider" to speak to an "insider" or to the collectivity that constitutes the membership of ongoing focused interaction - i.e. to engage them as "insiders"? How do those engaged as “outsiders” respond as “outsiders” and how do those engaged as "insiders" respond? This situation and the practices associated with it have their home, almost but not quite by definition, in circumstances that involves the participation of more than two interactants. To speak as an insider is – in the ways one speaks to someone as an outside – to orient to the ongoing interaction as a ‘reciprocally sustained involvement’ to use Goffman’s phrase. In this report we show how speakers comport themselves and how they compose their talk to accomplish speaking to someone as an outsider to the encounter to which the speaker is otherwise involved. We also examine how outsiders comport themselves and compose their talk so as to display that they are talking as an outsider to an otherwise ongoing conversation. Moreover, we show how talking *to* an outside can be formulated so as to also be produced *for* other insiders – i.e. for their immediate co-participants. We examine what speaking to an outsider is used to accomplish for those immediately co-present and we distinguish between ‘seriously’ and ‘not seriously’ speaking to an outsider. Finally, we show that these same practices (of speaking to an outside) can be employed as a way to do something for your immediate co-participants even when no actual outsider is present to be engaged, but is being spoken to ‘*in absentia*’.

### **Ivan Leudar,**

#### ***Psychoanalytic child psychotherapy as “structured immediacy”***

[contribution to the panel *The conversational practices of psychotherapy*, organized by Antaki Charles]

I will discuss ways circumstances can be included systematically in the analysis of social interactions, providing an example of how psychoanalytic child psychotherapists establish the therapeutic situation. To this end, I will use the framework provided by Austin (1961, 1962) and Anscombe (1957) to take on board the fact that social interactions happen in “the here-and-now” and yet they are also situated at large in participants’ personal and social lives. I will introduce a phenomenology-inspired concept of ‘structured immediacy’ that I have been developing with several colleagues. This concept takes on board that every interaction takes place in a concrete environment but that environment can be understood under varied descriptions, this through being connected by participants to a range of circumstances. (Such circumstances range broadly and may include aspects of culture, institutions and personal histories of participants as well as the happenings that more immediately envelop activities.) In general our research documents how participants accomplish such connections and structured immediacy in and through their talk. In this presentation I will focus on how psychoanalytic child psychotherapists do this. The paper will extend the work already available in the following papers:

Leudar, I., Sharrock, W., Truckle, S., Colombino, T., Hayes, J. and Booth, K. (2008). Conversation of emotions: on transforming play into psychoanalytic psychotherapy. In Perakyla, A., Antaki, C., Vehvilanen, S., and Leudar, I. (Eds.) (2008). *Conversation analysis and Psychotherapy*, Cambridge: CUP

Leudar, I., Sharrock, W., Hayes, J. and Truckle, S. (2008). Therapy as a “structured immediacy”. *Journal of Pragmatics*, 40, 863-885.

**Stephen Levinson,**

***Multi-action turns***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

This paper addresses the phenomenon of single turns, even single turn-constructive units, that perform multiple speech acts or social actions. The paper reviews the main approaches - "indirect speech acts" as treated in linguistic pragmatics, and the "vehicle" approach as in conversation analysis - and argues that both of these are inadequate. Instead a solution is sought in the hierarchical nature of action planning, and it is shown that this approach sheds considerable light on multi-action turns. The simplest cases involve pre-sequences, but more complex cases involving extended "projects" by participants are also reviewed. It seems that there is no principled limit to the number of actions that a single turn-constructive unit can perform - certainly cases of up to four such actions can be found. The implications for speech act theory and conversation analysis are spelled out.

**Yukun Li,**

***Responsibility and Ethics***

[contribution to the panel *Responsibility and ethics*, organized by Östman Jan-Ola]

The present study explores the discursive realization of agency in the coming out narratives of Chinese homosexual individuals. The purpose of it is to offer an insight into how these individuals, whose sexualities are problematized by the heterosexual society, construct their agency discursively and make sense of their selves in the stories, arguing their normalcy in the life stories. Then the present research is going to address two research questions: (1) How do the homosexuals position themselves when making sense of their sexualities?(2) What forms do agency takes in the homosexual narratives at the linguistic level?

14 self-claimed Chinese homosexuals from Guangzhou, China were interviewed face to face. The interviews are based on a semi-structured interview and center on stories of how they recognize and accept their sexuality and how their sexuality affects their life. With Labov's "minimally two complicated events" criteria (Labov, 1972a; Labov & Waletzky, 1967), 73 narratives in my data are identified.

Based on Cass Model of sexuality development (1984), I propose a provisional four-stage story structure for the present research purpose, which could in some way represent the trajectory of their identity developmental process of my data, namely, non-awareness, awareness, acceptance, coming-out. Two different contrasting attitudes towards the sexuality are represented in the data: reluctant coming-out and embracing coming-out.

Firstly agency is investigated in terms of the world-to-subject direction of fit and the subject-to-world direction of fit (Bamberg 2010) in the four stages.

Then fine-grained linguistic analysis are conducted in the life stories of two narrators, which I assume exemplify two agentive stances found in my data, namely, reluctant acknowledgement of identity and embracing acknowledgement of identity. The former celebrates their sexuality while the later feels disturbed by the identity. The first level analysis shows that the process of sexuality developmental formation from unknowing, knowing, accepting to coming out is a process of agency building up. The dynamics between social construct and the individual positioning is an ongoing process. The agency of the self in the story world enhances with the increasing knowing about themselves from a recipient past me in the non-awareness stages, gradually to a more agentive active self in the final stages. So seeking the answer to the question of *who is responsible for what I am today* resonant with the development process of a more agentive self.

The second level analysis shows that Linguistic features usually cluster for discursive agency construction. When the story presents a less agentive self, the linguistic features that indicate state and intransitivity are more used, where the constraining forces of the social structure outweighs and are assumed to be responsible for *what I am today*. In contrast, in a more agentive narrative, action-indicating linguistic devices are used where an active agentive self allows himself more power to negotiate or resist the subject position assigned for him. In that case, I am responsible for *who I am*.

Agency itself should be fluid, discourse -enacted and community-specific (Ahearn 2001). In homosexual coming out stories, sexuality formation is a process of development of an agentive self. The tension between the subject positions assigned by the social structure and the individual will to choose perceived by the individuals resonants with the linguistic choices, which in turn, reinforce his agentive position.

**Christian Licoppe, L. Dumoulin**

***Referring to expertise reports in the inaugural part of French “dangerousness” assessment hearings***

[contribution to the panel *Quoting from the case file: intertextual practices in courtroom discourse*, organized by D'hondt Sigurd]

Following several high profile cases of prisoners (mostly sex offenders) on parole committing similar crimes again, pluridisciplinary commissions have been created in France to review and assess the future dangerousness of serious crime offenders nearing the end of their jail term, and give an advice ('un avis') to the 'juge d'application des peines'. These commissions rely on expert reports made by a psychiatrist and a psychologist during interviews several weeks before the commission gathers. In some places these commission review the cases based solely on the written expert reports and the trial files, in other places the commission also ask for the prisoner to appear before it from his prison through a videolink, so that he can be questioned by the commission members. Being interested on the uses of the videoconference technology in the French judicial system we have done a one year participant ethnography with one of these commissions which call for the 'presence' of the prisoner, and recorded their proceedings.

We want to focus here in a typical inaugural moment in these sessions, in which the judge aims to provide an introductory summary of relevant elements, based on his own written notes of the case file and the expert reports (a type of written document which also report on. We have observed the judge to use two modes to refer to such written documents, indirect quotation ("the experts note that ...") and a more "addressed" form of textual reference ("these psychiatric episodes have led you to abandon your job ..."). In this communication we aim to discuss the function and design of these different forms of textual reference and their sequential properties. For instance we will see that the second mode of textual reference is mostly produced by the judge as a way to introduce facts from the report in a more dialogical way but is not meant as a question in itself, while it may be treated by the recipient as a form of "telling my side" proposition (Pomerantz, 1980) which invites a response, and more specifically as a question in such an environment. The extract below provides an example of this tension:

- J.: bien. vous êtes suivi par le SNPR vous voyez (.) euh des un psychiatre  
 well. you are followed by the SNPR you see (.) er the a psychiatrist  
 J.: un psychologue (.) et vous avez un traitement euh (.) qui est prescrit  
 a psychologist (.) and you have a treatment er (.) which is given  
 J.: par le psychiatre  
 by the psychiatrist  
 P.: [oui  
 yes  
 J.: [c'est ça ?  
 is that right

**Grit Liebscher, Jennifer Dailey-O'Cain**  
***Constructing identities through laughter***

[contribution to the panel *Laughter in Interaction*, organized by Holt Elizabeth]

The recent surge of interest in laughter (e.g. Glenn 2003, and the collection of papers in the *Journal of Pragmatics* 42, 2010) demonstrates the importance of this topic. It also shows that recent research on laughter acknowledges the different kinds of functions laughter can have in the interaction besides indexing humour and joking. As part of investigating laughter as a social and interactional phenomenon, our presentation focuses on the less-studied connection between laughter and identity. By analyzing the role of laughter in the negotiation of identities in interaction, we focus on two sets of identity categories: different ethnic/national identities (e.g. German vs. Canadian) and age groups (e.g. adult vs. child). Identity is understood here as constructed in the interaction by Self and Other (Antaki & Widdicombe 1998), and is closely linked to processes of positioning and categorizing in the tradition of Sacks' membership categorization. We argue that laughter takes a central role in these processes when it comes to contextualizing these identities and negotiating meaning. Our analysis is based on two different data sets: one comprising about 200 hours of audio and video recorded conversations with western Germans in eastern Germany between 2000-2003, the other about 100 hours of audio recorded conversational interviews with German-speaking immigrants and their descendants in Canada. Selected instances are used to demonstrate the role laughter plays in these identity constructions. Attention will be paid e.g. to the ways in which laughter indexes and contextualizes authority over identity assignments, and the consequences that (non-)orientation to laughter by interactants has for identity constructions. With our research about the connection between laughter and identity we will provide further insights into what people accomplish through laughter in interaction.

Antaki, C., & Widdicombe, S. (1998). *Identities in talk*. London: Sage.

Glenn, P. J. (2003). *Laughter in interaction*. Cambridge: Cambridge UP.

**Frank Liedtke,**  
***Quoting and coherence***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

“Unsinn!” This is one of the current beginnings of contributions to discussions in German internet fora. Obviously, starting a contribution this way is only possible if the requirements of coherence in relation to the previous contribution are met. Quoting is indispensable for fragmented contributions like the one cited.

Based on a corpus of German discussion fora (Tagesschau-Forum, Spiegel-Forum), the main concern of the contribution is to analyze the nature of the relation between the contribution of the respective participant and the quoted text of the previous contributor. As is well known from the investigation of oral communication, to choose a fragmentary form of the utterance is a means of signaling coherence between one’s own utterance and the previous one. Thus fragmentary utterances like the above have a discourse function beyond speech economy, which consists in securing the connectedness of one’s utterance to its precursor.

Other indicators of coherence are the use of anaphora and / or text-deixis. These strategies show too that producers assume that recipients are able to establish a specific relationship between the contribution and the quotation.

In CMC, particularly in discussion fora, the quotation of the preceding contribution to which the actual one is related is the rule. It will be shown that many contributions have a characteristic form which consists in starting with a rather emotive or evaluative remark (see above) followed by an extensive argument. This form is only possible because the quotation is actually present for the reader who may perceive the quotation and the argument as a whole.

**Camilla Lindholm,**

***Responsibility in conversation - the case of confabulations***

[contribution to the panel *Responsibility and ethics*, organized by Östman Jan-Ola]

Asymmetry in conversation’ is a multi-faceted notion, referring to aspects of knowledge and participation, indicating that one participant is allowed to dominate a conversation. Research in the field of conversation analysis has traditionally approached asymmetry with special regard to the prototypically differentiated roles of professional and lay people in institutional interaction (ten Have 1991; Maynard 1992). In these conversations, asymmetry is based on the participants’ mutual agreement to a situation where one of the participants controls the conversation, for example by setting the agenda.

Recently, there has been a growing interest in the asymmetry related to language and speech deficits. What happens in conversations in which one or several of the participants has linguistic problems, for example due to a neurological disorder like aphasia or dementia? In these conversations, the division of labor is more distinct than in other types of interaction: when one participant encounters problems in communicating, the support of a co-conversationalist is needed. Successful communication asks for close collaboration between language-impaired and unimpaired speakers, but sometimes also causes the unimpaired person to formulate the thoughts, feelings, and memories of the participant with communication difficulties (Shakespeare 1998). This raises the question of the supportive co-actor’s responsibility in conversation - how much of the language-impaired person’s identity is, in fact, constructed by the other participant?

This study investigates the issue of responsibility in conversation by focusing on conversational narratives of confusion, i.e. confabulations (narratives of false memories) and other rudimentary narrative reports expressing confusion, as produced by speakers with dementia. For instance, if a nurse avoids reacting to a confabulation, is she protecting the other person’s face or undermining his/her experience? In my analysis of these narratives and the co-conversationalists’ responsive actions, I focus on the healthy persons’ responsibility when s/he is in interaction with participants with weakened communicative abilities.

Have, Paul ten (1991) *Talk and institution: A reconsideration of the asymmetry of doctor-patient interaction*. In Boden, Deirdre & Zimmerman, Don (ed.) *Talk and social structure*. Polity Press.

Maynard, Douglas (1992) *On clinicians co-implicating recipients perspective in the delivery of diagnostic news*. In Paul Drew & John Heritage (ed.) *Talk at work*. Cambridge University Press, Cambridge, 331 –358.

Shakespeare, Pamela (1998) *Aspects of confused speech: A study of verbal interaction between confused and normal speakers*. Open University Press, New Jersey/London.

**Jan Lindström,**

***Negation initiated clauses in historic Swedish drama dialogue***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

This paper investigates the diachronic development of the use of negation initiated clauses in oral varieties of Swedish. The syntactic construction in question looks as follows, the example taken from a dramatic text from 1753:

Du kan sakta säjat för mäj; inte ska ja ränna kring stan måat.

You can say it quietly to me; not shall I run around the town with it.

The negating adverb *inte* is usually placed in the nexus field of a clause, following the subject and the finite verb of a main clause. Swedish also allows initial topicalization of the negation, like in the example above, but this occurs fairly seldom in written language. The use is especially common in the spoken varieties of Swedish in Finland, but less typical of central standard varieties in Sweden. Generally, Finland Swedish is considered to be an archaic variety which raises the question whether the use of clause initial negation is a feature that has had a greater distribution in older spoken Swedish. The obvious research problem is that there are no live recordings of casual historic spoken language which is why a diachronic trend is difficult to attest.

I will approach the problem by investigating developments in historical spoken language with the help of the Uppsala corpus of historical Swedish drama dialogue. The corpus covers dramatic texts from three centuries, beginning from the 1700s and continuing to the end of the 20<sup>th</sup> century. While dramatic texts do not represent spoken language per se, it is possible that the authors have had some ambitions in giving the dialogue an original oral ring. Indeed, the results show that negation in an initial clausal position is more frequent in the plays from the older periods, but the trend is not a constant one. It is therefore probable that changes in literary style also have had an influence here and not only changes in real spoken language. Similarly, it is relevant to consider what pragmatic effects may be evoked by initial negation. Therefore the distributional analysis of the construction is accompanied by a functional analysis together with a comparison to uses which are common in present-day conversational Swedish, for example that of marking an opposing or defending move. There is indeed a possibility that changes in the usability of a pragmatically loaded communicative device, like clause initial negation, reflect changes in the pragmatics in the socio-cultural context and the norms of politeness. Some earlier studies have shown that the pragmatics of communication in present-day Sweden and Finland differ from each other; indeed, these differences may be related to the preference or non-preference of using clause initial negation.

The investigation presented here offers a case of historic corpus pragmatics of oral aspects of language. The findings do not only concentrate on trends in the quantitative distribution of a phenomenon. Reasons for the fluctuating trends are looked for in the stylistic development and the socio-cultural functional values of a communicative device. Also methodological problems facing an investigator of historical spoken language are addressed, the corpus of historical drama dialogue providing a background for this.

### **Oskar Lindwall, Gustav Lymer**

#### ***Making learning visible and assessable in educational interaction***

[contribution to the panel *Joint Reasoning in Educational Settings*, organized by Berenst Jan]

Critical to the discussion of the relation between learning and interaction is the issue of what one can observe. As noted by Heyman, what is available when analysing classroom interaction is "people saying things and doing things" (1984, p. 17). In contrast, the word *learning* is a label used to characterise discernible relations between performances made on different occasions; thus, "our assessment of an activity as evidence of learning is a form of criterial relationship" (ibid.). Following this, a first difficulty in making claims about learning in and through observational studies is that it requires the analysts to find appropriate criteria for identifying that learning has taken place. A second difficulty is that the relation between what people do and what they are supposed to learn usually is not that straightforward. As argued elsewhere, most educational activities are not primarily designed to display learning as it takes place, but to *result* in learning. Although when important aspects of the subject matter content become visible to the students, any learning that takes place is not necessarily visible to the analysts. Or better, the visibility of learning *for members* is always premised on the application of criteria, and on situated judgments of how performances measure up to these criteria.

The problems of finding and applying criteria are thus not just problems for researchers. They are, in the first instance, problems for the members of the setting. This has provided this study with its topic: How do members of educational settings themselves deal with these issues? Adopting an ethnomethodological approach, the study focuses on video recorded episodes from two settings: lab work in science education and critique sessions in architecture education. As issues of epistemic positions and rights could be seen to underpin all interaction, there are already resources that members can trade on in making or contesting judgments on whether learning and understanding have been achieved. Nevertheless, the ways in which criteria are found and applied are closely tied to the conditions of specific disciplines and educational arrangements. In architectural critiques, the disciplinary skills of the students are intertwined with a design proposal, which makes it possible for the skilled architect to 'see' the competencies of the students in their drawings. The criteria for making such assessments, however, are not that clearly specified. In science education the criteria for doing assessments can be seen as more specified. There, however, a challenge is that the reasoning that instructors attempt to foster is not always witnessable in what the students are involved in doing. The teachers therefore need to elicit further displays of students' understanding in order to make the appropriate judgments. Common to both settings is that the criteria are applied for practical purposes and on local pragmatic grounds. A central question then is the relation between these applications and those conducted in research on learning in interaction.

Heyman, R. D. (1984). Language use and school performance in a native classroom. *The Canadian Journal of Native Studies*, 4(1), 11-28

**Erika Linz,**

***From product to process - How digital media change the perception of written language***

[contribution to the panel *Perception of Language*, organized by Bachmann Iris]

The impact of mediality on language has been primarily considered from the perspective of oral and written language. Usually, oral and written language are characterized as opposing terms that can only be defined in respect to each other. The binary distinction of both terms implies a comparative approach that tends to homogenize the integral differences between the diverse realizations of speaking and writing (cf. Chafe/Danielewicz 1987). One common effect of such a contrasting view is a prototypical conception of both terms. Rather than analyzing the heterogeneous forms of speaking and writing respectively, a single standard practice is adopted: Face-to-face-conversations are seen as the prototype for spoken language and printed text-documents are seen as the prototype for written language. This prototypical conception can even be recognized in Halliday's systemic functional approach to language. As Halliday points out, spoken and written language are connected to different ways of perceiving and knowing language: whereas written language presents "a synoptic view" which "defines its universe as a product" and encodes it "as a thing that exists", spoken language presents "a dynamic view" which "defines its universe primarily as process, encoding it not as structure, but as construction" (Halliday 1985: 97).

Koch & Oesterreicher (1994; 2001) propose a framework that seems to avoid the shortcomings of such binary reductions by distinguishing between two analytical levels; the medial level and the conceptual level. On the medial level spoken and written language are differentiated according to modality. Here the distinction remains a simple binary one between the graphic and the phonic code. On the conceptual level, however, they propose a gradual distinction along a continuum which is determined by two contrasting poles; the 'language of closeness' and the 'language of distance'.

Even though this model allows for distinguishing between different kinds of written or spoken texts and practices, it poses at least two general problems which become obvious when the model is used for explaining the impact of media on language practices. Firstly, media influences are reduced to a selection between two codes; the graphic and the phonic. Secondly, the variables which define the two poles of spoken and written style are still based on the same prototypical contrast between the spontaneous way of speaking in an informal face-to-face-conversation and a printed mass media product.

However, digital media challenge this opposition between a process-oriented oral language and a product-oriented written language in several ways. Emerging communication forms like text messaging, chatting, blogging and microblogging reveal the need for a more procedural and interactive conception of written language (cf. Androutsopoulos 2007; Baron 2008; Herring 2007). The paper argues for a systematic distinction between the use of a writing system and the specific medium which is used for writing. It addresses the question of how visual and multi-modality, material aspects and media features such asynchronicity, transmission rate, (multi-)modality, interactivity etc. shape the perception and use of written language.

**Lia Litosseliti, Jo Angouri**

***"Well it's easy for her she's not exactly feminine" Constructions of gender in the workplace.***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

Popular literature on workplace communication that deals with assumed gendered communication styles in the workplace often provides suggestions for women to become more 'influential' or 'efficient' communicators. Even though efficient communication is clearly important (Gunnarsson, et al., 1997) for individual employees, the actual operationalisation of the concept in popular readings (and in relation to gender) is not straightforward - the implication being that 'efficient' is what has been associated with normatively masculine norms of interaction. Clearly, and despite the findings of sociolinguistic work, "gender difference" discourses are still prevalent in the public sphere, perpetuating ideologies around 'gender norms', which then "find their way into curricula, legislation and social policy" (Litosseliti, 2006: 43).

The aim of this paper is to discuss the gender order in the context of the male dominated environment of multinational engineering companies. The paper takes a social constructionist viewpoint and does not argue that a biologically male dominated workplace is necessarily masculine in terms of the 'unmarked' interactional style. The frequent and explicit reference to gender bias in relation to engineering, however, makes these workplaces an interesting research site for a study of perceptions of gender.

The paper draws on interview data with female and male engineers in a multinational site and discusses whether and how 'gender matters' for employees in that particular environment. The discussion compares and contrasts the gendered narratives made by the same employees in two settings: the relatively private sphere of the interviews and the more public sphere of meeting talk. The paper discusses critical incidents where gender was made relevant by the employees, specifically in recounting perceptions of 'difference' between male and female

engineers. The analysis shows how normatively masculine interactional style and topics are resisted by (female) employees in the public domain of the meeting talk but become resources for the same employees to construct gendered identities in the interview private domain. Special attention is paid here to the 'strategies' female employees claim they use to overcome the 'gender bias'.

We close the paper by making a case for a closer attention to first order (drawing an analogy to politeness research) concerns in relation to the gender order in the modern workplace; and lend support to research which shows that gender is not done afresh in every interaction but (in)directly invoked and negotiated in the discourse of the participants.

Gunnarsson, B., Linell, P. and Nordberg, B. (eds.) (1997) *The construction of professional discourse*. London and New York: Longman.

Holmes, J. (2006) *Gendered Talk at Work*. Oxford: Blackwell.

Litosseliti, L. (2006) *Gender and Language: Theory and Practice*. London: Hodder Arnold.

**Ana Llinares,**

***Young learners' pragmatic development in EFL and CLIL classrooms***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

Foreign language learning in educational contexts involves linguistic, cognitive and social challenges, which are different across educational levels. The number of schools setting up programmes where the foreign language is taught through content subjects is growing throughout Europe, and the number of schools implementing this educational model, known as CLIL (Content and language Integrated learning), at the pre-school and primary levels is increasing rapidly in countries like Spain (see Llinares and Dafouz, 2010). With this new teaching and learning scenario, it is necessary to identify those tasks and interactional situations that lead to higher levels of learner participation and involvement in the L2, in different types of learning contexts (traditional EFL or CLIL). This is particularly important at earlier stages of schooling, where L2 development in oral skills is a priority and students' opportunities of using the language to convey different functions or speech acts should be enhanced.

Inspired in other studies of young learners' speech act performance in second language classrooms (i.e. Cathcart, 1986), the present paper applies the Systemic-Functional model (SFL) to the analysis of pre-school and primary school learners' functional development in the L2, based on previous research carried out on children's L1 functional development (Halliday, 1975; Painter, 2000). The paper focuses on learners' realization of communicative functions (speech acts) and looks at the discourse/ interactional patterns and specific tasks or activities that generate those functions in different types of immersion contexts (Llinares, 2006; 2007; 2008). There will be a special focus on the personal function of language (Llinares and Romero 2007) and how EFL and CLIL classrooms at an early age might become "more natural" language learning contexts if learners' functional performance in the L2 is enhanced.

**Nuria Lorenzo-Dus, Maria Laura Pardo**

***The aesthetics of poverty and crime on Argentinean reality television***

[contribution to the panel *The discourse of reality television: multidisciplinary and cross-cultural approaches*, organized by Lorenzo-Dus Nuria]

The present paper forms part of a larger research programme into the discourse of extreme poverty in Latin America (cf. publications by the REDLAD network and Pardo, 2008c; 2008d; 2010a, 2010b). It examines the relationship that is constructed in the Argentinean reality show '*Policías en acción*' (Cops in action) between extreme poverty and criminality (cf. also Lorenzo-Dus, 2009, Pardo, 2008b). The corpus comprises all the episodes of '*Policías en acción*' broadcast in 2007 (n=15). These episodes are examined through a qualitative methodology (Pardo, 2008a; Shi-xu, 2009) and within a critical discourse analysis framework (García Da Silva, 2007; Pardo Abril, 2007; Montecino, 2009; Pardo, 2008a; Ortiz y Pardo, 2008). The latter specifically draws upon three critical linguistic theories, namely 'synchronic-diachronic textual analysis' (Pardo, 2008a), 'information hierarchy' (Pardo, 1996) and 'tonalisation' (Lavandera, 1984; Pardo 1996, 2010).

The results confirm the presence in the data of practices of aestheticisation and spectacularisation of poverty. Such practices represent trends on Argentinean television more widely and are indeed characteristic of the discourse of postmodernity (Arfuch, 2002; Castro, 2002). The results also reveal how discursive fragmentation – another feature of postmodernity – leads to both particular ways of presenting hierarchies of information and highlighting certain semantic-discursive categories in the reality shows under examination. The combined effect of these discursive practices is the systematic construction of people living in extreme poverty in these programmes through a range of highly stigmatising traits, principally drug abuse, violence, alcoholism and madness.

**Martin Luginbühl,**

***Mass media texts, space and culture***

[contribution to the panel *Spatial Determinism vs. „Doing Space“? – Theoretical and Empirical Perspectives on the Spatial Boundness of Mass Media Texts between Globalization and Localization*, organized by Luginbühl Martin]

Mass media texts are adapted according to different spatial areas (Hepp 2008; Hafez 2005; Janoschka 2008; Luginbühl 2010). However, this process has mostly been analyzed with a focus on national spaces. In my paper, I will rethink the language-space-relationship more accurately on a theoretical and methodological basis by referring to recent findings of three different fields: Contrastive textology, comparative advertising analysis and globalization theories. It will be necessary to discuss not only the interconnectedness of space and language, but also of culture and space and language as well as the question to what extent spaces are linguistically created. I will argue that the "culturality" of mass media texts cannot be related to nations exclusively and that only a dynamic, cultural-based conceptualization of the language-space-relation can explain linguistic adaptation processes in their diversity and heterogeneity. On a methodological level, a "multifactorial parallel text analysis" takes into account these findings.

Hafez, Kai (2005): *Mythos Globalisierung. Warum die Medien nicht grenzenlos sind*. Wiesbaden: VS.

Janoschka, Anja (2004): *Web Advertising. New forms of communication on the Internet*. Amsterdam: Benjamins (Pragmatics & Beyond New Series 131).

Hepp, Andreas (2008): *Translocal media cultures: Networks of the media and globalisation*. In: Hepp, Andreas / Krotz, Friedrich / Moores, Shaun / Winter, Carsten (Hrsg.): *Connectivity, networks and flows. Conceptualizing contemporary communications*. Dresskill: Hampton Press, S. 33-58.

Luginbühl, Martin (2010): *Sind Textsorten national geprägt? Nachrichtensendungen im Vergleich*. In: Luginbühl, Martin / Hauser, Stefan (Hrsg.): *MedienTextKultur. Linguistische Beiträge zur kontrastiven Medienanalyse*. Landau: Verlag Empirische Pädagogik (Beiträge zur Fremdsprachenvermittlung, Sonderheft 16/2010, S. 179-207).

**Minna-Riitta Luukka,**

***Appreciation and judgment in teachers' comments on their pupils' writing assignments***

[contribution to the panel *Explicit vs. implicit evaluation*, organized by Shore Susanna]

Typical evaluative texts in educational contexts are teachers' written and spoken comments on pupils' texts. Teachers make hundreds of qualitative judgments routinely each year as a normal part of their teaching practices. The function of feedback is to provide the teacher's assessment of the pupil's text and to indicate how the judgment took into account the strengths and weaknesses of the text. In addition, the teacher's comments often function as advice on how to improve writing skills and they aim at enhancing a pupil's motivation and self-esteem as a writer. In providing feedback, teachers often have to consider how to fit together both positive and negative evaluations, that is, how to complement pupils on the strengths of their work but at the same time give judgments and point out deficiencies. Because of this, teachers' comments are interesting from the interpersonal point of view and especially in relation to evaluative language.

In this paper I will discuss the explicit and implicit lexicogrammatical and textual resources that are used by Finnish mother tongue teachers in the evaluation of their 9th grade pupils' texts written as school assignments and I will describe how the teachers manage their evaluative positions. The empirical data consists of 70 writing assignments that contain teacher's written comments and 4 interviews conducted with teachers. In the interviews, the teachers discuss their feedback and assessment practices in general and comment on one text used in the interview as an example.

I will ground my analysis of lexicogrammatical choices in Appraisal Theory (Martin 2000, Martin & White 2005), where the meaning potential for evaluation and intersubjective positioning are described with three main categories: ATTITUDE, which deals with the expressions of emotion and evaluation, GRADUATION, which allows the writer to adjust his/her opinions and ENGAGEMENT, which deals with aligning the reader with the value positions. This paper will, however, concentrate on the system of ATTITUDE and its two subsystems: APPRECIATION and JUDGEMENT.

To put these lexicogrammatical choices in textual context, I will briefly describe the generic features of the teachers' comments. Teachers typically write their feedback comments on the basis of their everyday experiences and often implicit ideals and norms of their discourse community, and there seems to be a received if only unwritten canon among teachers for formulating the comments. Assessing texts and providing feedback are social practices and therefore they are influenced by the teachers' views of what constitutes good writing and good texts within both their local contexts and the broader contexts of education and society. Therefore by analyzing these evaluative texts in their educational contexts, it is also possible to discuss the implicit norms and socio-cultural understandings of writing and school genres.

**Xiao Ma,**

***Self-Identity Representation in Curriculum Vitae in Chinese Cultural Context***

[contribution to the panel *Identity as Resources in Chinese Discourse*, organized by Chen Xinren]

Identity has been a recurring topic in recent studies of language and society and theories of identity formulated from different approaches have provided us varieties of angles in looking at identity. However, identity issues in the Chinese cultural context are more or less overlooked by recent researches. This paper attempts to examine the discourse of the Curriculum Vitae in Chinese context in order to find out how self-identity represents at different linguistic levels in Chinese context and what similarities and peculiarities arise in the identity issues of Chinese context compared with other cultures.

As we know, CV is the most direct genre representing the identity of self. This paper will take CV in Chinese context as the starting point and study object, and take a close look at the collected data, aiming at finding out ways of the construction and representation of identity, especially, self-identity, in the discourse of CVs in Chinese context. The paper starts by investigating the relevant theories of identity, focusing on the theories of self-identity (Brewer and Gardner 1996, Sedikides and Brewer 2002, Benwell and Stokoe 2006) for analysis of self-identity with the three levels of self-representations: the individual self, the relational self and collective self. And it then investigates how self-identity is discursively produced and performed with linguistic analysis and empirical evidences in Chinese context, by drawing on the theories of Conversation Analysis and Critical Discourse Analysis. We assume that identities may be linguistically indexed by the choice-making of discourse markers, linguistic structures, implicatures, etc. and that the construction of identity is not only an outcome of social interaction but also that of cognitive negotiation in the sociocultural context. In so doing, identity can be explored at various linguistic levels with respect of social, cultural and cognitive context and the mechanism of how identity interacts with linguistic elements can be attempted in a wider context.

With the analysis and discussion of authentic data, the paper attempts to come up with the strategies of identity construction and similarities and peculiarities of identity representation between Chinese culture and Western culture.

**Ahmed Mabroka,**

***Functions of Momken/ Balec (Arabic Words) meaning "Maybe" as Discourse Modalities in the Libyan Arabic Student/Student and Teacher/Student Task Oriented Dialogue.***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

This paper presents findings from the study which investigates how the Libyan Arabic discourse modalities *momken/balec* (meaning "maybe") show the difference in social status of the interactants (female teachers/student). These discourse modalities have different meanings and functions depending on the nature of interactional pairs. Teachers in Sebha community, (Arabs, Muslim, and Bedouin) occupy a very important status in both the academic and social life. Islam pays teachers a great respect and honor.

Video-recordings of student/student and teacher/student conversations in Libyan Arabic are the data for this study, which constitute a part of Mr. O Corpus. Mr. O Corpus' is a cross-linguistic video corpus collected for the project entitled "Empirical and Theoretical Studies on Culture, Interaction, and Language in Asia". The purpose of collecting this data is to obtain a cross-culturally comparative and interactional data from English, Japanese, Korean and Arabic. The subjects of Mister O corpus are female teachers and students.

Mister O corpus consists of three kinds of data; Task, Narrative and Conversation. First, in the Task, each pair arranges 15 picture cards and makes a coherent story. Second, Narrative, each participant tells the story made up in the first task. Here, the participants were asked to tell the story to the experimenter one by one. Lastly, Conversation, each pair talk about the topic, "what were you most surprised at?"

The analyses show that the task oriented dialogue has the following conversational characteristics:

(a) Students use *momken/balec* with each other, in the first turn, because they are expecting approval. On the other hand, teachers tend to use *momken/balec* in the first turn in order to invite the students to collaborate with producing affirmative or non-affirmative response.

(b) Students can hold the turn by using *momken/balec* in the middle turn, when they are talking to other students. On the other hand, only teachers who can hold the turn when talking to the students by using *momken/balec* in the middle turn.

(c) Students use *momken/balec* in the final turn when conversing with other students to show that they are asking for a positive response. In contrast, students use *momken/balec* in the final turn when addressing teachers in order to leave the last decision for the teachers, as a sign of respect.

The different meanings and functions of these discourse modalities are considered to be due to the teaching of the Holy Quran: "Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is Informed of what ye do." Al-Mujadila (58:11)

(d) Both teachers and students use *momken/balec* alone, depending on the intonation, to convey the meaning of *momken/balec*. Teachers and students use *momken/balec* with a falling tune in order to show semi-agreement.

The findings of this paper reveal that teachers and students in Libya interact and communicate according to their social status ascribed by the Holy Quran.

Such social status can be exhibited through the use of some discourse modalities.

**David Machin,**

***Monuments and the material realisation of political discourse***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

In his classic work *Banal Nationalism* Billig described the way that ideologies that support nations and nationalisms are fostered, legitimised and maintained not so much through overt propaganda but through mundane everyday processes. Indeed over half a century ago Joseph Goebbels observed that political ideas and values are best disseminated not through political speeches and news media but through entertainments and everyday cultural activities. This paper explores the role one genre of mundane object found in our villages, towns and cities around the world, the public monument, in disseminating political ideas and values. In Critical Theory and Cultural Studies there has been a growing interest in the way that physical spaces have psychological roles and house human thoughts and feelings - that our social and cultural memories exist in a way that intertwined with our natural and constructed environments. This paper will use a multimodal critical discourse approach to look at the way that public monuments can be seen as systematic attempt by authorities to promote particular kinds of ideologies, both through inscriptions and physical designs. But unlike linguistic inscriptions monuments realise discourse only ambiguously, allowing for the communication of meanings, kinds of identities, actions and values that would appear odd or even ludicrous if they were realised linguistically. Yet these discourses become infused into our public spaces in ways that may claim house our cultural memories in ways not possible through other genres of communication. The paper explores how can carefully analyse the shape, form and iconography of monuments in order to expose the discourses that they realise.

**Carmen Maiz-Arevalo, Antonio García-Gómez**

***Teen girls, femininity and resistance: Multiple gendered voices in the***

***blogosphere***[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

At present, cyberspace tends to occupy a growing part of the social realities of most teenagers. Weblogs, among other tools of Computer-Mediated Communication, mean a shift in the use of the technology as we move away from 'the use of technology to support an individual, towards the use of technology to support the relationships between individuals' (Brown, 2000: 20). The impetus behind this research came from two directions. One was the wish to study how web technology and the emerging developments in digital media are playing a key role not only in the way teenagers have access to information but also in the way they communicate and maintain social relationships between people (Bargh, et al., 2002; Blood, 2004). The other was the desire to develop methods and assess ideas of Discursive Psychology and Pragmatics applied to a large body of data. The main business of this study is then to engage with a fairly large amount of data and try to answer some basic questions about how personal weblogs open up a new context for teenage female identity construction.

Our reasons for doing this are based on the research literature as well as on practical necessities. There is extensive and ever-growing research literature on Computer-Mediated Communication in general (Herring, 2007) and gender differences in CMC in particular (Danet, 1998; Herring and Paolillo, 2006). These studies provide useful points of departure for future research on new media communication (Campbell, 1993 and 2002). Ultimately, however, there is a difficulty with that literature in that it does not directly come to grips with what happens when these teenage female bloggers are disclosing personal information and exploring their own identity in the early twenty-first century (García-Gómez, 2010).

Cyber-communication in interpersonal relationships constitutes an example of the disembodied practice of social talk in the early twenty-first century in so far as the body, the most natural location of the self, becomes irrelevant. If we leave the body aside, it is then the mind and how we encode our reality that matters (Eckert and McConnell-Ginet, 2003). There are two questions that arise here: how does this process of disembodiment influence the way gender is reproduced and performed in the blogosphere and which linguistic strategies may bloggers may use in order to construct themselves in cyber-interpersonal communication? Floating free of corporeal experience in personal weblog writing, the study aims to analyse the self-attribution process present in the discursive construction of British and Spanish female teenagers' self-concept. More precisely, the study aims to delve into the different gendered discourses these female teenagers live out when narrating their current and former romantic relationships as an attempt to throw further light on how gender is reproduced and performed in the blogosphere (Gonick, 2004; Ringrose, 2006). Thus, it is predicted that the discursive construction of these British and Spanish female teenagers' self-concept in their personal weblogs contains a repertoire of relatively discrete forms of self, each of which correlates with a particular self-attribution process.

**Ariana Mangual Figueroa,**

***"I have papers so I can go anywhere!": Everyday talk about citizenship in a mixed-status***

### ***Mexican family***

[contribution to the panel *Figuring Citizenship: Children & Youth's Communicative Practices and the Cultural Politics of Citizenship*, organized by Reynolds Jennifer F.]

In 2008, 6.8% of students enrolled in U.S. public schools lived in "mixed-status" families (Passel & Cohn, 2009), families that included U.S. citizen and non-U.S. citizen members (Fix & Zimmerman, 2001). While the 1982 *Plyler v. Doe* ruling protects undocumented students' rights to a public education, its "don't ask, don't tell" policy regarding legal status has rendered this population largely invisible to researchers. As a result, we know little about how growing up in a mixed-status family shapes children's and parents' participation in everyday activities.

This paper draws from a twenty-one month ethnographic study of four mixed-status families residing in a southwestern Pennsylvania city where I conducted participant observation in community, family, and school settings. I recorded fifteen hours of interaction in each family's home, collected artifacts present therein, and wrote field notes for each visit. Using a "grounded theory" approach, I identified grammatical patterns and recurring themes in the participants' speech (Corbin & Strauss, 1990). I employed Conversation Analysis transcription methods to highlight how participants' beliefs are referenced through talk and co-constructed during interaction (Schegloff, 2007).

Using a Language Socialization framework, I examine language learning as a process that entails gaining proficiency in the grammatical conventions of a linguistic code and becoming competent in the social norms for communication in a cultural context (Ochs & Schieffelin, 2008). I analyze one family's talk during the "Planning for the Future" routine, a type of exchange in which relatives talked about the family's upcoming plans and indexed member's migratory status when offering explanations for their ability or inability to participate in the anticipated activities. My findings show that during this recurring discursive event, siblings of all ages communicated two key understandings: first, the relevance of citizenship status to their day-to-day experiences and second, the family's shared conventions for talking about citizenship status at home.

This paper hopes to contribute theoretical and methodological insights into the ways in which migratory status shapes the everyday lives of adults and children in mixed-status families. The findings can enhance our understanding of two critical issues: first, the way that language use functions as the central medium through which migrant families co-construct their identities, and second, the ways that juridical categories of citizenship and educational policies shape the opportunities that mixed-status family members have to participate in public institutions in the U.S.

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### **Anne Mäntynen, Jyrki Kalliokoski**

#### ***Language ideological processes in editorial work***

[contribution to the panel *Language policy, editorial processes and translation*, organized by Mäntynen Anne]

This paper deals with language ideologies in the editorial processes of translations. Language ideologies are employed in different levels of text production. On one hand, language policies and shared beliefs about language and the meaning of language affect the ways in which translations come to be: what gets translated and how. On the other hand, language ideologies, i.e. "beliefs and feelings about languages as used in their social worlds" (e.g. Kroskrity 2004:498), are constructed and reconstructed locally in each translation event, especially in editorial processes in which language and style are being negotiated.

This paper focuses on the interplay between local language ideological processes and the historically and socially recognizable ideas of good and appropriate language in Finnish. The data consist of editorial comments and corrections made by editors, translators and reviewers in the manuscripts of various non-fiction translation processes. In this paper, we concentrate on comments and corrections concerning terminology and lexical choices. One prominent class of these editorial comments consists of comments on words of "foreign" origin (comments on anglicisms used in drafts of translations). Another group of lexical items which attracts the editors' comments and corrections is special terminology used in translations of scholarly publications. Furthermore, these comments and corrections are also motivated by the practices of the discourse community.

These practices contribute to the construction and reconstruction of language ideology.

It is argued that individual changes and suggestions in the manuscripts can be analysed as semiotic processes such as iconization and recursivity (e.g. Irvine 2001). Moreover, individual changes and corrections seem to index the ways language ideologies are constructed both historically and culturally in a wider socio-cultural context. Editorial comments and corrections can be seen as a site of layered intertextuality (cf. Blommaert 2007) as publications on language policy, language guides and the whole tradition of language planning and school education are being activated in the course of the written documentation of the editing process. Thus, it can be argued, that culturally shared and recognizable language ideologies are constantly (re)constructed in local editorial processes.

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Kroskrity, Paul V. (2004) Language ideologies. In Duranti, Alessandro (ed) *A Companion to linguistic anthropology*. Malden, MA: Blackwell. 496–517.

**Michel Marcoccia,**

***The Question of Bystanders in Computer-Mediated Communication***

[contribution to the panel *Participation framework revisited: (new) media and their audiences/users*, organized by Gerhardt Cornelia]

This paper proposes to deal with the question of bystanders in Computer-Mediated Communication. First, we propose a typology of devices of Technologically-Mediated Communication from this question. The different tools of Computer-Mediated Communication can be distinguished according to the way they constrain or permit certain reception roles. The audience can be private when a message has an audience of one person (an SMS addressed to an individual). It can be a group, when a message has an audience whose membership is completely controlled by the sender. It can be also semi-public, when the message has an audience that is not entirely controlled by the sender (a message sent to a discussion forum can be at the same time addressed to a particular person and readable by anyone connected to the forum (Eckles, Ballages, Takayama 2009). This third case is in fact very frequent (in discussion forum, Chat, Facebook) and puts in the fore the role of bystander in CMC.

In a second step, through a functional and conversational analysis, this paper tries to categorize the different types of bystanders which can be in position of recipients of Computer-Mediated discussions. The main distinction is between the "visible bystanders" (for example, an active participant of an online discussion who is not ratified as recipient of a message, or a person in the background of a desktop videoconferencing discussion) and the "invisible bystanders" (for example, a lurker in a discussion forum). For the specific case of discussion forum, this paper shows that the distinction between visible/invisible bystanders does not cover the well-known Goffmanian distinction between overhearers and eavesdroppers and that, more generally, discussion forum challenges the Goffmanian model. In a discussion forum, it is impossible to know who belongs to the conversational group at any moment. As a result, the opposition between ratified participants and bystanders does not seem very well suited to discussion fora. Indeed, the role of the eavesdropper is a normal and paradoxical mode of participation in a forum: when a participant sends a message, he/she knows that there are eavesdroppers, but he/she is forced to include them as recipients.

In a third step, two interactional phenomena linked to the question of bystanders will be described in this paper.

Through the conversational analysis of messages sent to a French-speaking discussion forum, this paper proposes a description of the way the presence of bystanders is taken into account by the senders of messages. In other terms, which markers can be seen as reflecting that the sender of a message takes the bystanders into account?

The analysis of a desktop videoconferencing discussion permits to put the fore on another phenomena: the effect of the presence of a bystander on the ongoing discussion. When two persons are engaged in a videoconferencing discussion, the presence of a bystander in the site of one of these videoconferencers can have several effects on the discussion: constraining the thematic choice, competing with the ongoing discussion, etc. This paper shows the way these perturbations can be managed when the bystander is visible or invisible.

In conclusion, this paper tries to show how a given technological device implies different types of bystanders and how this new reception roles (the "on-line bystanders") oblige to rethink the traditional models of communication.

**Claire Maree,**

***Crossing into print—writing queerness/reinforcing heteronormative beauty in self-help manuals***

[contribution to the panel *Fighting against the Norm: Gender Expectation and Power Negotiation*, organized by Kumagai Shigeko]

*You will become a loved princess! (Ai sare hime ni naru no yo!)*—so screams the title of Uematsu Kooji's 2008 manual to escaping "a loveless life that makes women ugly" (*ai no nai jinsei wa onna wo minikuku suru no*). Littered with exclamation marks, question marks, making heavy use of direct quotation marks and highlighting vital tips and advice in pink, this manual is part of a small explosion of self-help manuals penned by *onee-kyara* (lit. elder sister characters=queenly TV personalities) celebrities in *onee-kotoba* style and marketed to women seeking to improve their health, beauty, and most importantly romantic viability.

This paper examines how the *onee-kotoba* style that relies heavily on paralinguistic features (stress, exaggerated intonation, pitch) and a scathing wit, is written into contemporary Japanese by examining a small corpus of self-help manuals. On first glance, we may be able to identify a queering of written Japanese through use of non-standard orthography, but on closer examination, we can situate these characteristics within trends emerging from digital communications (via text messaging, internet postings etc) that are impacting on patterns in written Japanese. What emerges is a seemingly paradoxical act of writing of queerness into manuals reinforcing heteronormative gender expectations via orthographic negotiation of those same very norms.

**Piera Margutti,**

***What the format of positive teachers' third-turn receipts tells us about***

[contribution to the panel *Joint Reasoning in Educational Settings*, organized by Berenst Jan]

The paper intersects with the focus of the panel insofar as it aims at documenting how concepts and notions are displayed in classroom talk through series of question-answer sequences. The paper adopts the conversation analytical perspective on classroom interaction and, in particular on the analysis of instruction sequences in primary school classes. Drawing from previous seminal studies on classroom interaction that have highlighted the relevance of third-turn receipt in instructional activities (Sinclair and Coulthard 1975, Mehan 1979a and 1979b, Drew 1981, Levinson 1992, Hellermann 2003 and 2005), the study argues for the importance of taking into account how larger instruction sequences (or series of question-answer pairs) are constructed, beyond the relevance of each action within each single triplet (IRE). The study builds on the analysis of five main formats of *positive* teachers' third turns and of their distribution to show that specific formats are recurrently associated to distinct types of pedagogic activities, or 'language games' (Wittgenstein 1958, Levinson 1992).

The analysis of extracts from whole-class lessons in two third-year groups (students aged 7-8) in an Italian primary school identifies two distinct procedures through which instruction is shaped and made 'public' (Macbeth 2003: 258) and, as such accessible to students: the 'accumulation' and the 'argumentative' procedure. The study demonstrates that these two different pedagogic activities are characterized by a different organization of such series of IRE, which is also reflected in the design of the teacher positive third turns.

The analysis demonstrates that the evaluation of an answer is not always, and certainly *not only*, coincident with assessing the truth-value of each single answer. Rather, the teacher's positive evaluation is designed *in accordance* to the overarching pattern of these pedagogic projects which, in turn, embody two different lines of pedagogic reasoning as accomplished by differently organized series of related question-answer sequences. In line with Macbeth's defence of the naturalistic analytical approach to classroom interaction (2003), the paper shows how the format options in the construction of turns and their sequential deployment in larger sequential units reveal the participants' orientations to matters of 'knowledge', providing important insights into what teacher and students count as learning in classrooms.

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**Maria-Josep Marín, Maria-Josep Cuenca**

***Perception-verb markers in political discourse and informal conversation***

[contribution to the panel *Evidentiality and modality: Discourse-pragmatic perspectives?*, organized by Marin-Arrese Juana I.]

The study of language use implies the analysis of discourse (or pragmatic) markers, items that bracket units of talk, have a little or no referential meaning and serve pragmatic or procedural purposes. This presentation focuses on a group of markers that derive from verbs of perception. The markers evolving from perception verbs (PvMs) are very frequent in oral Catalan (Montolío & Unamuno 2001, Cuenca & Marín 2001) and also in many Romance languages (see, e.g., Lamiroy & Swiggers 1992, Dostie 1998, Pons 1998, Martín Zorraquino & Portolés 1999, Waltereit 2002).

These markers no longer behave as verbs but as particles that can be located on the boundaries between connection and modality (Cuenca 2008). On the one hand, they play a structural role as discourse organizers (mainly related to topic management and turn taking); on the other hand, they are indicators of the speaker's attitude with respect to the listener or the message itself.

The aim of this study is to compare the pragmatic-discursive function of PvMs in two types of oral discourse, electoral debate and informal conversation, in order to show how context and genre conditions their pragmatic behaviour (specially their modal value). Whereas in electoral debate PvMs mainly introduce face-threatening acts (Marín 2005), these markers exhibit a different behaviour in conversation, often related to the speaker's intention of creating a trust situation.

Our approach takes into account both politeness and grammaticalization theory. From a functional point of view, it follows the framework developed by R. Lakoff (1989), who proposes to extend Brown and Levinson's theory about politeness from ordinary conversation to other fields. From a (more) formal point of view, it applies modern studies on grammaticalization (Traugott & Dasher 2001) to give an account of the formal changes that PvMs experience when they evolve from predicates to discourse markers.

**Juana I. Marin-Arrese, M<sup>a</sup> Victoria Martín de la Rosa, & Elena Domínguez Romero**  
***Epistemic modality and evidentiality in journalistic discourse: A cross-linguistic study on the expression of certainty and validity***

[contribution to the panel *Evidentiality and modality: Discourse-pragmatic perspectives?*, organized by Marin-Arrese Juana I.]

This paper explores the use of epistemic modal and evidential expressions in English and Spanish journalistic discourse. It focuses on the expression of author's degree of certainty regarding events, and evidentiary validity in the presentation of the information, beliefs and assumptions in two genres of newspaper discourse, opinion columns and leading articles.

Epistemic modality pertains to speaker/writer's knowledge concerning the event, and thus involves estimations of the likelihood of the realization of the event. Speaker/writer's assessments typically invoke various degrees of certainty: necessity (*must, cannot*); probability (*will, would, should*); possibility (*may, could, might*) (Palmer 2001; van der Auwera and Plungian 1998, *inter alia*). Evidentiality pertains to the sources of knowledge whereby information is acquired, and may thus indicate speaker/writer's attitude towards the validity of the communicated proposition (Chafe & Nichols 1986; de Haan 1999; Dendale and Tasmowski 2001; Fitneva 2001; Plungian 2001; Marin-Arrese 2004, 2007; Aikhenvald 2004, *inter alia*). The parameter degree of certainty is analysed in terms of the notion of epistemic control, which pertains to the evolution in our knowledge of the world, and the distinction between potential and projected reality (Langacker 2008). The dimension of evidentiary validity is viewed in terms of the various phases of the control cycle (Langacker 2009).

The paper presents the results of a contrastive corpus study (English vs. Spanish) based on texts from two genres within the domain of argumentative discourse, opinion columns and leading articles. The texts are chosen from two time periods, 1999-2003 and 2010-2011, from the comment sections of four quality papers differing in ideological orientation: *The Guardian* and *The Times* (UK), *ABC* and *El País* (Spain).

The aim of the paper is reveal possible similarities and differences in writer's epistemic stance and evaluative positioning (Marín-Arrese 2009) in the two genres examined, and specific intercultural differences between English and Spanish in the deployment of epistemic stance resources. The paper will also examine the potential of these stance resources for indexing ideological positioning (White 2006), and realizing the strategic functions of legitimisation whereby speakers/writers exert social control and manage their interests in discourse (Chilton 2004, Marín-Arrese 2010).

**Dina Maria Martins Ferreira,**  
***The zero hunger program of the Brazilian government: Symbolic and structural violence***  
 [contribution to the panel *The violence of words*, organized by Silva Daniel]

This study is based on a research (Ferreira, 2006) about the Zero Hunger Governmental Program, implemented by the Lula (President of Brazil 2002-2010) administration. This program was considered the motto of his agency and popularity. The analytical corpus is supported by the way that media language symbolically constructs the body of the famished. The analytical route critiques language games in which the governmental program reflects the struggle of political forces and their interests. In the context of Zero Hunger, the State attempts to redeem itself from a structural violence – due to unfavorable structural conditions promoting hunger

– whose origin, ultimately, is due to the State’s own inefficiency. In these language games one can perceive the construction of aporias: a perlocutionary making of future effects in contradiction to performatives disguised as constatives of the present and past of Brazilian hunger (Austin, 1962). While Austin enables us to understand the performative nature of the violence of speech acts, Russell (1982) allows us to reach the meaning of hunger through knowledge by *acquaintance*, be it inner or outer, for one thing is to be conscious of the meaning of the problem before you; another, is to feel it in your own body. Derrida (1974) enhances the complexity of the meaning of hunger, as he shows that in language the meaning is always in iterability and without limitations to a specific context as that which saturates or clarifies meaning. In iterability, the *iter* of the meaning of hunger, by the repetition of the hunger manifestation, and *itera*, by the continuously boundless manner that Brazilian hunger does not cease. In the context, you can see that the meaning of the symbolic violence is borderless, since it cannot be limited to a specific situation; it always escapes through the iterability that dwells in it. There are three theoretical approaches in this analysis: speech acts, which end up performing disguised constatives according to which Brazilian hunger was banned by the governmental program; the conscious forms of knowledge distinguish the manifestation of pseudo-constatives as a political tool of the symbolic violence practice itself; the iterability and fluidity of the context, which never settles the essence of the presence of meaning of anything, for it is continuously boundless. Finally, speech acts may turn into violence procedures; forms of knowledge can lead us to social procedures of intervention and iterability testifies that sense-related procedures never cease.

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### **Yael Maschler, Peter Auer**

#### ***Converging on-line grammars? VS/V Patterns in Spoken German and Hebrew Narratives***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

In this study, we investigate two structurally very different languages, unrelated genetically -- German and Hebrew, which both seem to be using the same syntactic patterns for similar pragmatic functions. The syntactic patterns at issue are:

(1) VS word order for introducing new discourse material (i.e., beginning a narrative complication episode (Labov 1972) and/or introducing a new discourse referent) (2) VS / ‘V only’ patterns for advancing narrative actions.

Here are two illustrative examples:

#### Hebrew:

78 Mili: .. 'az hi 'omeret li,  
so she says to me,

79 ..ba 'elay texna'i,  
came to me [a] technician,

#### German:

Jürgen: <<all>des is ja> unheimlich;  
this is PART scary;

(.) kommt (.) n (.) paar  
comes a couple

In Hebrew, VS word order is a marked pattern because the language is an SVO language; in German, it is marked because the language is an XV language. Both languages seem to resort to these marked patterns in order to express similar pragmatic functions. For example, in the case of introducing a new discourse referent (in our examples, the main protagonist of the narrative), in both languages, a relatively semantically-empty motion verb is produced in the beginning of the sentence, thus moving the newly introduced referent into focus. Since verbs in these two languages have a highly projecting power in the emergence of a syntactic gestalt when seen from the perspective of on-line syntax, it may be argued that beginning a construction with the verb not only signals divergence from the more frequent and less marked pattern, but also establishes strong recipients’ expectations that the projected constructional slots be filled, while at the same time forcing speakers to pre-plan the utterance sufficiently so as to be able to start with a constructional element which highly restrains continuation. By constraining the sentence in a way that creates strong expectations about its subject, speakers are able to foreground the discourse referent. There seems to be a high functional motivation for using this format particularly in narratives, which are activity-centered and forward-moving, and in which referent identification is crucial to the unfolding of the story.

In our paper, we discuss the possibility of such a motivation for the similarity between German and Hebrew in the temporality of spoken language with respect to the above-mentioned syntactic pattern. We will discuss this possibility against the alternative interpretation that the similarity between the two languages is a merely

superficial feature which is irrelevant to their grammatical description since, at closer inspection, the strategy turns out to be embedded into very different syntactic systems. Our study thereby concerns the tension between pragmatic motivations on the one hand, and different linguistic structure motivations on the other, thus contributing to previous studies on the tension between discourse and grammar (e.g., Givón 1979, Du Bois 1985, Ariel 2009).

**Maureen Matarese,**

***“Doing something” in time and space: Constructing responsibility in caseworker-client interaction***

[contribution to the panel *Responsibility and ethics*, organized by Östman Jan-Ola]

Responding to increasing homelessness, New York City’s homeless services initiated a strategic plan in 2004 (DHS, 2002, 2004), one aspect of which required shelter caseworkers to place clients into housing in nine months or less, a process facilitated by increased responsibility protocols and accountability measures. Increased responsibility and accountability have been attributed to the growing trend in western countries toward neoliberalism and new managerialist organizational paradigms in human and social services (Deem & Brehony, 2005; Harlow, 2003; O’Brien & Down, 2002). Shelter policies requiring clients to account for obligatory tasks were constructed and enforced during everyday caseworker-client interactions, making them ideal settings for examining how responsibility vis-à-vis shelter policy surfaces discursively.

Institutional talk research has examined discourse across organizational type, creating a window into workplaces, social services institutions, police stations, and classrooms through a variety of qualitative and discourse analytic means. Responsibility talk in practitioner-client interactions is often described in relation to accounting (Buttny, 1993; Goffman, 1971) or as constructions of client (im)morality (Hall, Slembrouck, and Sarangi, 2006; Juhila, 2003; Nikander, 2003; Olesen, 2003). This presentation contributes to that growing body of literature through the analysis of one caseworker’s construction of responsibility talk with four homeless clients in a New York City shelter.

In so doing, this presentation extends research on institutional talk and responsibility discourse, by considering how responsibility is constructed vis-à-vis a confluence of discursive practices that together craft a complicated, dynamic notion of responsibility. Through the analysis of deontic modality (modals of necessity and obligation), person deixis, justification sequences, and time and space talk (i.e., lexical choice and deixis), responsibility talk is viewed from a social constructivist, poststructural perspective. I argue that time, space, justification, and deontic modality together construct a contextualized, situated responsibility talk, one that equates responsible action with “doing” during particular spaces and times. Time and space, moreover, are used as part of the justification sequences the caseworker uses to rationalize the pressure she places on the clients. Time and space are emphasized in the shelter policy as part of the responsibility paradigm that facilitates client movement out of shelter, and this analysis of responsibility talk highlights how policy is invoked in everyday social work practice. Implications for policy, practice, and the fields of discourse analysis and social work are discussed.

**Tomoko Matsui, Taeko Yamamoto**

***Developing sensitivity to the sources of knowledge: The use of the Japanese hearsay particle *tte* in mother-child conversation***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

It has been suggested that children’s understanding of evidential expressions, including the Japanese hearsay particle *tte*, closely relates to their conceptual understanding of direct vs. indirect sources of knowledge (Matsui & Fitneva 2009). The results of the study reported in Matsui, Yamamoto & McCagg (2006) confirm the trend: until about 6 years of age, Japanese children’s comprehension of the hearsay particle is rather fragile. However, provided that Japanese children start *using* the particle before age of two, it is reasonable to assume that some inchoate understanding of sources of the perceptual information (if not the sources of *knowledge*) seems to be operating in the children’s mind.

The current study examines the use of the Japanese hearsay particle *tte* in mother-child conversation, in order to shed light on the process in which a child comes to distinguish between direct and indirect sources of information. The conversation at two particular points of development, namely, six weeks from the child’s second and third birthday, are analyzed and contrasted in detail, to demonstrate how a child develops conceptual understanding of the sources of knowledge through the unique linguistic and cultural experience of everyday conversation. The analysis of the child’s use of the hearsay particle revealed that at the age of two years, the child already had an inchoate sense of the source of information, although unlike typical adult use of the particle, the child used the hearsay particle to quote utterances of imaginary characters more frequently than utterances of other human beings.

**Yoshiko Matsumoto,**

***Multiplicity of identity construction in conversational narratives of older Japanese women***  
[contribution to the panel *Identity & relationship construction with and among the elderly*,  
organized by Englert Christina]

While identity is often described in terms of discrete social identifiers such as gender, ethnicity and age, the identities observed in verbal interactions are more variable and nuanced. Through examination of informal conversations with and among older Japanese female speakers, I illustrate how identities are accessed and constructed in conversations about old age and the experience of being old. I will focus on the construction of the speaker's identity expressed while narrating the circumstances of her husband's illness and death with particular attention on different aspects of the relationship and identity that are revealed through the use of referential terms for the speaker's husband.

In Taylor's observations (1992, 1994) older adults actively constructed their identities as old and frail by referring to their physical weakness and closeness to the end of life. Reference in older adults' conversational narratives to past roles and activities that no longer reflect their current lives also effect the construction of old age (Norrick 2009). My examination of peer and intergenerational informal conversations of older Japanese women in their 70s adds different aspects to the identity construction by older adults, including (i) the display of psychological "resilience" instead of "frailty", and (ii) the multiplicity of the identity and positioning that is revealed in the speaker's use of referential terms for her husband reflecting herself not only as an old person (or a recent widow) but as a person with other social and psychological stances such as a woman and a parent. In narrating the illness or death of her husband, for example, a speaker may reframe the story of an extraordinary and potentially traumatic event to reflect a "quotidian" perspective (Matsumoto 2009) and tell it in a familiar manner with humor and laughter. The speaker, stepping aside from the identity as a wife of a seriously ill husband or as a widow, constructs a "quotidian" identity from her everyday life, indicating "resilience" in the situation where old age is usually seen as negative. The variety of referential terms used to refer to the speaker's husband conveys a range of relations with her husband and of identities as a person that go beyond that of an old person or of a bereaved widow. For example, in narrating the period that led to her husband's recent death, one speaker uses a variety of referential terms including *shujin* (literally 'master', but commonly used in public occasions by adults to refer to 'husband'), *papa* ('Dad', commonly used by wife in a family with children), *kare* ('he', marked reference to a male person, either distancing or romantic) depending on the specific point in the narrative.

The paper illustrates the richness and construction of older individuals' identities in talk, and suggests that the construction and display of multiple identities do not necessarily entail a rejection of the current identity by the old individuals, but may be an affirmation of the continuity and complexity of identity as a whole person.

**Leila Mattfolk, Jan-Ola Östman**

***Glocalized names in rural settings: Attitudes, eye-dialect, and appropriation***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

The study discusses the use of foreign (mostly English) company and small-business names in the Swedish-language countryside in Finland.

The variable use of personal (by)names and place names (geographical (by)names) construes varying social and interactional spaces ('locales') in interactional settings. A particular choice of a name connects the interaction not only to relevant interactional, cognitive or geographical places, but also to emotional and discursive spaces/places. By using a byname of a geographical place, the speaker and his/her intended addressee can exclude a third interactant; by not using a byname, an interactant can signal his/her unwillingness to belong to the group who uses that byname repeatedly.

In this study we focus on these issues in connection with commercial names and the way they construe places (as salient spaces, cf. Cresswell 2004) in the localized contexts in which they are used. We will in particular discuss the situation in small rural communities that of tradition are virtually monolingual Swedish-language communities (in a country with barely 6% of the population speaking Swedish), but that (a) has of late come into closer contact with the Finnish-language community and some of them have received an increasing number of Finnish-language speakers (i.e., speakers of the national majority language); that (b) have received an equal number of migrant workers (from Vietnam, Bosnia, Russia, etc.); and that (c) have generally speaking, like most communities these globalized days, become more and more Anglo-Americanized with respect to entertainment, company names, etc.

Our primary data consist of our own participant observations, and observations of the onomastic landscapes in terms of the signs in the respective communities. In addition, for the attitude analysis, we have looked at excerpts from eight focus group discussions, each with three participants, and each being around one hour in length. We characterize our method as discourse analytic attitude research, and utilize the distinction between explicitly expressed opinions and implicitly transmitted attitudes that we have discussed in earlier work.

We find two opposing forces at work in the speech communities: (1) the quest to sound international and thus appear modern manifests itself a.o. in the use of eye-dialect: adding an apostrophe (*Sand's*) in a company sign

before the genitive *s* does not influence the pronunciation of *Sands*, but it ‘globalizes’ a local place; and (2) the need to appropriate what is not native in everyday discourse, e.g. pronouncing *Marketing* as [marketing], in a fairly standard reading-of-the-writing variety of the Swedish spoken in Finland; thus ‘glocalizing’ a global place (in the form of a commercial name).

The study discusses the accommodation and adaptation that the rural natives have to come to terms with in onomastic landscape and space of late modernity.

**Danielle Matthews,**

***How Flexible is 3-year-olds Understanding of Referential Pacts?***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

According to Grice’s Maxim of Manner, speakers should avoid obscurity of expression. So, if we are engaged in moving toys around on some shelves and I refer to a toy consistently as ‘*the bush*’, then you will expect me to use that term in the future. If I abandon our ‘referential pact’ and switch to calling the toy ‘*the tree*’ you might be momentarily confused (Metzing & Brennan, 2003). 3-year-olds are sensitive to such pacts in terms of their reaction times to switched referring expressions but not in terms of overt verbal responses (Matthews, Lieven & Tomasello, 2010). This raises questions as to whether they understand pacts in terms of 1) convenient temporary agreements, 2) referring practices that are highly likely to remain consistent over time or, 3) as necessary associations between word and object (as a Piagetian nominal realist might). If the first option is correct, 3-year-olds should be able to recognize that pacts are defeasible – they can be abandoned if the referential context changes (Grodner & Sedivy, in press).

In this study, an experimenter and child collaborate to move toys around on some shelves so that they match a photograph. In the warm up phase they create referential pacts (e.g., a wooden doll might be referred to as ‘the little girl’). At the end of the warm up phase, the experimenter notices a toy is missing and adds it to the shelves. In the ‘justification’ condition this toy is similar to one of the other toys (e.g., a plastic doll). In the control condition it is dissimilar to all other toys. In the test phase, the experimenter switches the referring expression for a critical toy (e.g., from ‘the little girl’ to ‘the ...er...wooden girl’). Each child participates in two switch trials in a between subjects design. Children’s receptive vocabulary and executive function are also measured. Our main prediction is that 3-year-olds will be slowed down by the switch significantly less in the justification condition. We also expect vocabulary size and executive function will predict RTs in this condition.

32 children participated. For each condition, we calculate the difference in RTs for picking up the critical toy when the referring expression was switched compared to when the original term was used at the end of the warm up. Contrary to our main prediction, these difference scores are greater in the justification condition. Furthermore, some children did not pick up the critical toy at all in the justification condition, preferring the distracter (e.g., the plastic doll) despite knowing the meaning of the new adjective (wooden) in a standardized vocabulary test. It seems children’s expectations that there will be a new referring expression for the introduced toy and that the original toy will be referred to with the original expression override the normal interpretation of the new expression. We discuss these findings in terms of the origins and development of conventionality.

**Dawn Matthews,**

***The use of Laughables and Laughter in Problematic Environments***

[contribution to the panel *Laughter in Interaction*, organized by Holt Elizabeth]

In this presentation I investigate how laughter and laughables contribute to institutional interaction in environments that contain problematic sequences. Building on the work of Haakana (1999, 2001) and Lavin & Maynard (2001) I explore the nature of institutional talk and the potential problems that may arise within call-centre interaction. Using recorded telephone data from a gas supply company I use Conversation Analysis in order to explore the laughter in turns by both the call takers (employees) and call makers (customers) and the turns that the laughter targets. Particular attention is paid to calls involving procedural difficulties or delays which result in a problem or hiatus in completing a task at hand. In my corpus long delays (generally caused by the employee waiting for the computer to open a particular screen) are recurrently followed by turns which are responded to with laughter by recipients, as in the following example:

[Ramsay 15.3.96 AM HA]

- |   |             |  |
|---|-------------|--|
| 1 |             | (2.0)  |
| 2 | Call Taker: | just waiting for this (0.2) particular system to get on the mo:ve, |
| 3 |             | ((7.0 sound of keyboard)   |
| 4 | Call Taker: | this is one of the slo:west systems that we’ve got                 |
| 5 | Call Maker: | ah-hhh •hh no pr(h)obl(h)em he •hh                                 |

In line 5 the call maker treats the previous turn as a laughable by interspersing laughter particles in his response. Turns by the employee following gaps (and other problems) in the talk recurrently have no laughter but are responded to with laughter. Thus, I consider properties of the turns that the recipient may orient to in laughing. One of these is the recurrent use of assessments.

Furthermore, I consider how the recipient's laughter may affiliate with the employee's turn. In some of my examples, both employee and customer proceed to add further affiliative turns involving laughter and laughables which constitute a move away from the immediate institutional agenda. Thus, the research presented here adds to our knowledge of the nature of laughables and laughter and its recurrent sequential positions, as well as how turns of this nature contribute to sequences of affiliation, and the nature of institutional talk.

Haakana, M. (1999). *Laughing matters. A conversation analytical study of laughter in doctor-patient interaction*. Unpublished doctoral dissertation. Department of Finnish, University of Helsinki

Haakana, M. (2001). Laughter as a patient's resource: Dealing with delicate aspects of medical interaction. *Text* 21 (1/2) pp187-219

Lavin, D. & Maynard, D. (2001). Standardization vs Respondent Laughter and Interviewer Reaction During Telephone Surveys. *American Sociological Review*. 66 pp453-479

## **Madeline Maxwell,**

### ***Groups of Deaf Signers***

[contribution to the panel *Numbers in (inter)action: How the number of participants matters for the organization of talk-in-interaction*, organized by Bolden Galina]

Conversational groups tend to form circles, which equalizes the sign needs of every individual. In large groups, speakers tend to stand and secure attention or even walk to the front of the group before talking. While a speaker moving to the front of a room will often speak on the way, the signer tends to wait to communicate until he or she is in place.

Vocal vocatives and other attention getting devices are important aspects of regulating hearing communication. One can hear a message before one has given another person full attention. One can start talking and modulate volume or tone to manage attention. A listener is often alerted to an incipient message by the sound of the message's beginning. Vision, however, seems to require that attention precede message delivery. A signer does sometimes start a message before he or she has secured the interlocutor's attention. The signer who wants to communicate with someone who is not already attending may combine a brief wave with language in a way unique to signed languages. The signer waves and signs without changing the position of the hands or arm, thus signing on the wave. Such signs are brief, most often just a name, but may be repeated without pause for five or six iterations.

The sight line is the imaginary line between signers. Of course, signed language can be blocked between interlocutors. In the most obvious case, people or objects get in the way. Anything that blocks the line of vision to the communication cuts off communication, at least for a moment. Blocking below the eyes means the communicators can hold eye contact until the blockage passes, or the signers can shift their bodies or their hands to re-establish the line of sight. More about the eyes later. For now, consider the implications of language that depends on a line of sight. Someone walking between two signers can interfere with communication. One cannot talk to another person's back. People in different rooms can't converse. One cannot call out beyond the sight line.

A group of people can maintain several different conversations without impinging on each other. In a group of speakers, people tend to break off into dyads of people sitting next to each other. A group of signers breaks up into several conversations as well, but the smaller groupings don't need to be close together. Two signers several feet away from each other may converse while the people next to them are engaged in other small groups. Conversations can crisscross. The signers who are closest together may not talk to each other. In one example, each signer at a group of picnic tables addresses someone several feet away. It does not matter how much communication is going on around signers; it will not interfere if they can see each other.

## **Patricia Mayes,**

### ***Claiming and Denying Responsibility: The Context-Dependent Nature of the Meanings of Semantic Agency***

[contribution to the panel *The Limits of Agency: Exploring the Interface between Semantic and Social Constructs of Agency*, organized by Mayes Patricia]

Semantic definitions of agency characterize the prototypical agent as human, intentional, and consciously affecting a patient (cf. Fillmore 1968, Lakoff 1977, Hopper and Thompson 1980, etc.). However, an investigation of the social and pragmatic aspects of agency suggests the need for a broader definition that sees agency as dynamic, contested, socially-mediated, and emerging in discourse (Duranti 2009; Ahearn 2010).

Using Ahearn's (2010: 41) concept of *meta-agentive discourse* – "how [people] talk about their own actions and others' actions [and] how they attribute responsibility," I investigate how agency functions in two genres.

Analysis of the different functions of active, transitive clauses in just two contexts reveals the flexible, context-dependent nature of the linguistic resources that express agency.

In the first genre, promotional material from Starbucks Corporation, active, transitive sentences in which Starbucks is encoded as the agent comprise 91% of the sentences found in the company “timeline” on Starbucks’ web site. (1) is a typical example.

(1) [Starbucks] [o]ffers full health benefits to full- and part-time employees.

Such sentences describe Starbucks’ active role in performing actions that promote the social welfare of others, thereby, indexing the corporation’s claim of “Corporate Social Responsibility,” which is discussed in great detail elsewhere on the web site.

The second genre consists of essay prompts from a college composition program that used a “critical pedagogy” curriculum. Critical pedagogy purports to empower students by encouraging them to take an active role in their learning. However, a close analysis of the essay prompts reveals that they undermine that goal by specifying the students’ actions *for them*. Although several types of linguistic constructions are used to achieve this effect, once again active, transitive clauses play a role. (2) is an example.

(2) When reading Ingham’s text for the first time, you, as Ingham’s audience member, interpreted, took notes, and produced a journal entry in a certain way due to the places you inhabit. In this assignment, you will consider, elucidate and possibly reevaluate those places through a comparison of notes and interpretations you gathered from Ingham’s essay the first time and those you will gather this time through rereading Ingham’s essay.

Here, the student addressees (*you*) are in the role of semantic agent, but the connotation is a forced kind of agency. Indeed, I argue that such *second-person agentive constructions* have a stronger directive illocutionary force than an imperative would have in this same context. This kind of agency cannot be interpreted as expressing the intentionality of the agent, nor should it be considered “empowering.”

This analysis shows just two of the diverse ways semantically encoded agency, in the form of active, transitive clauses, can function to index different types of context-dependent social meaning. In the first case, semantic agency is used to index responsibility, or more specifically, “social responsibility.” On the other hand, in the second case, semantic agency is used to achieve a directive illocutionary force, by highlighting student action while masking the institution’s responsibility in the process.

### **Mayouf Ali Mayouf, Yasuhiro Katagiri**

#### ***Interactional functions of discourse modality in Libyan Arabic: Marking of the social status of the interactants***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

This paper investigates the interactional functions of discourse modality in Libyan Arabic and its marking of the social status of the interactants. It is worth noting that teachers in Libyan society are socially and culturally perceived as honourable and guiding people. Well-known common sayings in Libya mention that: “Whoever taught me a letter, I should become a slave to him” and “Stand to the teacher and pay him glorification, for that the teacher nearly becomes a prophet.”

Teacher/student and student/student conversations recorded in Sebha (a South-Western city in Libya), as part of Mister O corpus collections, were analysed. ‘Mr. O Corpus’ is a cross-linguistic video corpus collected for cross-cultural comparative studies of conversational interactions in their cultural and social practices. The corpus has been collected in a number of languages, including English, Japanese, Korean and Arabic. The subjects of Mister O corpus are female teachers and students. In order to observe common sense ideas about social world and language, we prepared two sets of pairs: one is close and symmetrical pairs; that is, student-student pairs, and the other is distant and asymmetrical pairs; that is, teacher-student pairs.

Mister O corpus consists of three kinds of data; Task, Narrative and Conversation. First, in the Task, each pair arranges 15 picture cards and makes a coherent story. They were told to make a coherent story by arranging the fifteen pictures but told that there is no “correct” story. Second, Narrative, each participant tells the story made up in the first task. Here, the participants were asked to tell the story to the experimenter one by one. Lastly, Conversation, each pair talk about the topic, “what were you most surprised at?”

The analyses show that the teacher subjects can employ certain discourse expressions (e.g. just wait, look) when talking to their students. On the other hand, the students are reluctant to address their teachers with such expressions. Moreover, students produce negative response in an indirect form when a response is invited by the teacher. Lack of backchannels was also noticed in the teacher/student conversations, which can reflect the effects of the social status of the interlocutors. In addition, the time-span analyses show that the teachers occupy more time and longer turns when conversing with their students. Furthermore, the speed of uttering affirmative and/or non affirmative by the teachers and students is different (e.g. quick, delayed). The findings of this study prove that the social and cultural status and hierarchy of the interactants are significantly existent. Such social status has a clear influence on the course of the teacher/student interactions. Therefore, it can be concluded that the use of discourse modality exhibited in the teacher/student and student/student conversations in Sebha is remarkably constrained and affected by the social and cultural values (Muslim, Arab, and Bedouin) of the interactants in addition to the influence of the interactants’ institutional values (teacher/student).

**Harrie J. Mazeland, Trevor Benjamin**

***Temporality, progressivity and the organization of repair***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

This paper contributes to our understanding of the organization of repair, and its relation to temporality, by examining the use of *grammatical expansion* within this interactional domain. Auer (2009) notes a number of ways in which a unit may tie back to and build off a pre-existing syntactic structure, among them *retraction* and *expansion*. Retraction involves re-cycling a pre-existing slot, and expansion involves adding some new, un-projected structure. The following extract illustrates this distinction:

[Field:2:1:1:1]

1 Les: A:nd em: (.) he"s ↑been invited to a dinner at the cityha:ll

2 (0.2)

3 Les: → We:ll (.) Rimbold"s=

4 Mum: → =of ↑Bristol.

5 (0.2)

6 Les: Ye[s.

7 Mum: [( )

8 Les: But he"s the only member (.) of the firm th"t c"n ↓go

Leslie has just told Mum that her husband (=he) has to go to Bristol to receive an award for his company. She then continues with ‘And em (.) he’s been invited to a dinner at the city hall’ (line 1). At the possible completion of this unit, first Leslie (line 3) and then Mum (line 4) re-open it through the initiation of repair. First, in the transition space, Leslie *retracts* the subject position, replacing the nominal ‘he’ with ‘Rimbold’s’, the name of her husband’s company. Then, in next turn, Mum initiates repair on ‘city hall’ by offering a candidate expansion which specifies this reference (‘of Bristol’). Leslie confirms this candidate understanding, and continues her telling (line 8).

Most of the research on repair has focused on practices which retract and re-do something which was problematic (cf. Leslie’s ‘Well Rimbold’s’). This paper demonstrates that, through the use of grammatical expansion, participants can address problems by retroactively ‘adding’ things which weren’t said but could/should have been (cf. Mum’s ‘of Bristol’). Moreover, this possibility is highly generic—they can add to their own talk, or to others, and can do so from any position across the repair opportunity space (Schegloff, 1992).

The concept of ‘progressivity’ is fundamental to our understanding of temporality. But progressivity can be applied at multiple levels of analysis. At the level of sequence or activity, we can speak about contributions which progress the current project and contrast them with those which halt progressivity, e.g. by addressing problems with a prior contribution. At the level of grammatical organization, we can speak about items which progress a structure—by *expanding* it with un-projected items—and contrast them with those which re-cycle and modify—or *retract*—a pre-existing structure. This paper shows that these two ideas of progressivity must be kept distinct. In particular, it shows that repair—a sequentially non-progressive action—makes use of both grammatical retraction and expansion.

Auer, P. 2009. "On-line syntax: Thoughts on the temporality of spoken language." In: *Language sciences* 31, p.1-13

Schegloff, E.A. 1992. "Repair after next turn: The last structurally provided defense of intersubjectivity in conversation." In: *American Journal of Sociology* 98, p.1295-1345

**Cynthia McCollie-Lewis,**

***Michelle Obama and the (Re)construction of First Lady Behavior, Beauty, and Sexuality***

[contribution to the panel *The Obamas and an American Identity Dilemma*, organized by Coleman Charles]

This presenter will examine language behaviors concerning First Lady Michelle Obama. Historically, the sexual exploitation and oppression of African American women has been subsumed in writings about African Americans in general. However, negative perceptions of Black women’s sexuality often are reflected in the language of proposals like the so-called "welfare reform" legislation. Moreover, mainstream perceptions of beauty, including hair, skin color, weight, and body composition, have been complicated by Michelle Obama’s presence in the White House. These perceptions are in contradistinction to mainstream socially constructed frames for the First Lady: an idealized mother, a stand-by-your-man wife, and a woman who suppresses “too much” independence and initiative-taking action--of which the perceived violation of the latter two contributed to the disdain that some had for First Lady Hillary Clinton. The presenter will discuss the role of language in deflecting direct attention away from overt disapproval of perceived violations of First Lady social identity. Commentary about such things as Mrs. Obama’s mother living in the White House, Mrs. Obama’s organic gardening initiative, and her recent vacation in Spain will be examined.

**Helen Melander, Fritjof Sahlström**

***Non-verbal epistemic claims in educational settings***

[contribution to the panel *Joint Reasoning in Educational Settings*, organized by Berenst Jan]

In focus for this paper is a concern with how people in interaction in educational settings claim to know things, and how these epistemic stances can be found to change over time. The analysis is situated within recent understandings of learning and development as social and situated.

Epistemic claims are the primary means by which students and teachers can establish, sustain, and question intersubjectivity in teaching situations. Epistemic stance emerges from interaction between participants in particular dialogic and sequential contexts; it is a public action that is shaped by the talk and stances of other participants in sequentially unfolding turns-at-talk (Kärkkäinen, 2006).

Recently completed and on-going work (e.g. Melander, 2009; Sahlström, forthcoming) shows that participants use a variety of resources for situating their actions within a trajectory of past, concurrent, and projectable change. These resources include verbal and non-verbal epistemic stance markers, such as syntax and prosody, and gestures and other embodied displays.

Most commonly, analysis has been focused on verbal aspects of epistemic claims. In this paper, we intend to expand notions of epistemic stance beyond the verbal and lexically oriented analyses, by focusing on gesture, prosody, and the use of and interaction with artifacts (cf. Goodwin, 2007).

Drawing on analyses of video recorded interaction between teachers and students in pilot training and mathematics education, the results of the study show that epistemic claims in general are consequential to practices of joint reasoning and the constitution of shared understanding. Moreover, participants are demonstrated to be highly sensitive to nonverbal epistemic claims and the ongoing interaction is shaped by moment-by-moment adjustments in relation to them. This in turn is shown to have consequences for the co-construction of knowledge and the constitution of trajectories of learning.

The identification of evidence of knowing is the basis of, amongst other things, assessment in classrooms. Hence, a more developed understanding of how teachers and students – relying upon non-verbal resources – establish, sustain, challenge, and change epistemic claims is of immediate relevance for the practical activity of teaching.

Goodwin, Charles (2007). Participation, stance and affect in the organization of activities. *Discourse & Society* 18(1), 53-73.

Kärkkäinen, Elise (2006). Stance taking in conversation: From subjectivity to intersubjectivity. *Text & Talk* 26(6), 699-731.

Melander, Helen (2009). *Trajectories of learning. Embodied action in change*. Uppsala Studies in Education No 124. Uppsala: Acta universitatis upsaliensis (diss.).

Sahlström, F. (forthcoming) Learning as social action, in *L2 Interactional Competence and Development*, edited by: Joan Kelly Hall, John Hellermann, Simona Pekarek Doehler and David Olsher. Multilingual Matters ltd.

**Caroline Mellet, Marie Veinard, Frédérique Sitri, &Georgeta Cislaru**

***An argumentative approach of draft educational reports: The support device through the different stages of the writing process***

[contribution to the panel *Analyzing Discourse in Progress: A Cross-Disciplinary Approach (Pragmatics, Discourse Analysis, and Text Genetics)*, organized by Cislaru Georgeta]

This presentation aims to examine draft educational reports by focusing on the modifications that affect the argumentative processes. As a matter of fact, the production of these documents fulfils the obligation to report about the situation of the child before the judge takes any decision. While the youth worker doesn't play any role in the decision-making process, his report is expected to have an authoritative influence on the final decision of the judge. The educational report therefore has a general directive illocutionary value that is constrained by enunciation conditions and has to rely on a specific argumentative process in order to produce the desired perlocutionary effect. To be more precise, the expression of the query reflects and reinforces the hierarchical relationships between the scriptwriter and its main allocutor: the illocutionary strength of the educational report is the one of an advocacy, a recommendation. The act of writing consequently involves an ability that is likely to be identified, and that is concurrently endowed with an illocutionary intensity, which is sufficiently minor to enable the allocutor not to take this ability into account. As we see it, the importance that the judge will then attach to the report before taking any decision depends on two aspects: on the one hand it is determined by the opinion the judge has about the script writer, as well as the service as a whole. The different versions of the draft notably enables to grasp the processes, which may be complex, related to the construction of a discursive ethos that is likely to persuade the allocutor. On the other hand, the force of the argumentation is partially determined by the device that enables to support the conclusion (the advocacy) expressed in the last section that is rightly called « conclusion ». This section generally comprises two parts: one part that recapitulates the different elements of the report and enables to validate the final assessment, and another part that concludes. Accordingly,

even though its indirect formulation appears at the end of the report in the form of an objective observation, it can be acknowledged that, from an argumentative point of view, the advocacy is at the origin of the document: it controls and influences the entire presentation as well as its interpretation. Plantin talks about an « indexical » argumentation, that is to say an argumentation that presents an accumulation of details in its description or narrative, which all helps to bring about the statement of the assessment that appears in the conclusion.

The study offers to investigate the way in which this argumentative support device can be affected by the modifications and rewritings over the course of many versions.

The whole set of the analysed phenomena will thus enable to grasp, over the course of many rewritings and corrections, the argumentative choices of this support, in connection with certain *topoi* that are peculiar to this discursive community.

**Chiara Meluzzi,**

***Fighting and Chatting... with Pronouns. A proposal on Ancient Greek Comedy***

[contribution to the panel *Non-prototypical uses of personal pronouns*, organized by De Cock Barbara]

In normal dialogues the use of personal pronouns carries not only linguistic but also pragmatic informations about the speaker and his audience: for example, in specific contexts a “we” can be judged for the relationship that this pronoun marks or introduces in a conversation.

These considerations can perhaps be applied to non-prototypical dialogues, i.e. written dialogues used especially in drama: these dialogues, in fact, have been written by playwrights who tried to reproduce on stage the everyday dialogues of their own times. About Ancient Greek comedy we have the example of Aristophanes’s comedies (see at this point Sommerstein’s considerations and the more critical position of Plutarch in *Moralia X*): Ancient Greek comedy is one of the most important source of “real” dialogues in antiquity, i.e. in Athens in V century b.C. However, even if this kind of texts has been deeply explored by grammatical and literary tradition, there’s a lack of studies under a sociolinguistic or pragmatic point of view. In particular, even those authors who tried a pragmatic approach don’t mention the use of personal pronouns in their analysis.

My claim in this contribution is that characters use personal pronouns to negotiate their independence or their relationships with the hearer (i.e. the other characters on stage and only in very few cases with the whole public). In fact, in Diana Bravo’s (1999) words, we can talk about *autonomía* or *afiliación* marked by a specific personal pronoun with an illocutive and pragmatic force in contexts like fights or chats. In particular, the pronoun used the most is a “we” with a value of inclusion or exclusion of the addressee, but also we can find lots of pronouns “I” and “You” (both as 2<sup>nd</sup> person singular or plural in relation to the context): in a language pro-drop as Greek, the use of these pronouns in particular contexts such as verbal fights can often be judged as a pragmatic one. However, in this kind of study one must always look at the data, but a quantitative study is quite impossible at this point of the analysis: in fact, what one must take into account is the value of the single use of a particular personal pronoun in the context of an interaction.

In conclusion, my claim in this contribution is that personal pronouns are often used by Aristophanes for their pragmatic value, an interpretation that can perhaps add something new about these ancient texts.

**Florian Menz,**

***The De-Construction of verbose patients: Who is to blame?***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

One of the reliably addressed issues physicians mention when asked about doctor-patient communication is complaining about talkative or even verbose patients who cannot easily be prevented from talking. With regard to ever increasing patient numbers and limited time slot capacities it seems evident that physicians have to deal with a major problem, a problem that is true for many helping professions within the domain of counseling. In my contribution, however, I would like to present some recent research findings that offer somewhat surprising results, which might be relevant for future training perspectives in doctor-patient communication as well as in the helping professions in general.

The underlying data consist of altogether 268 conversations of which 75 were medical consultations in a specialist outpatient day clinic and 193 were medical consultations with general practitioners and cardiovascular specialists in own practice from both major cities and rural environments in Austria. They were all transcribed according to discourse analytic standards and subject to both quantitative (comparison of means, regression analysis, chi-square tests) and qualitative analysis.

The quantitative analysis focused on length of physicians’ and patients’ contribution. Regression analysis showed that doctors’ contributions explain a much larger portion of the duration than do patients’ contributions ( $p < 0.01$ ) or, to put it more bluntly, it is the doctors that make consultations long and not the patients. However, this need not be disadvantageous, as there is to be found a clear correlation between length of doctors’ contributions and number of medical explanations or meta-communicative orientations as well.

An additional close qualitative analysis revealed that specific communicative patterns used by doctors are relevant for lengthy patients' contributions: skipping of transition relevant places on the side of the doctors, resumption of already agreed on arrangements, even introduction of new topics in the pre-closing phase by doctors, small talk sequences on the side of the doctors (see also West 2006), whereas patients tend to only talk when asked.

Together with other findings on interruptions (Menz, Al-Roubaie 2008) the results indicate that it is not so much the patients' psychic structure ("being talkative") that protracts medical consultations, but rather the physicians' interactional patterns. For medical education (in particular and counseling settings in general) these results might be of considerable interest as they counter popular prejudices on patient behavior and might contribute to reshaping the doctor-patient relationship (in Austria).

Menz, F., Al-Roubaie, A. (2008): Interruptions, status, and gender in medical interviews: The harder you brake, the longer it takes. In: *Discourse & Society* 19 (5): 645-666.

West, C. (2006): Coordinating closings in primary care visits: producing continuity of care. In: Heritage JC, Maynard DW, eds. *Communication in Medical Care: Interaction Between Primary Care Physicians and Patients*, Cambridge: Cambridge University Press: 379-415.

**Sara Merlino,**

***Constructing different participation frameworks through multiple resources when 'doing' music together: The embodied organization of Choral rehearsals***

[contribution to the panel *Interaction and discourse in music settings*, organized by Veronesi Daniela]

This paper analyses the interactional dynamics of a specific music setting, that is the rehearsals of the Chorus of a French Opera. In the very last years, some studies, issued of a pragmatic and interactional perspective, have focused on musical contexts as a perspicuous setting for observing the fine-grained verbal, bodily and musical coordination established by participants when 'doing' music together. Taking into consideration the multimodal dimension of human conduct, these studies have looked, for instance, at the way musicians 'improvise' together (for example in jazz classes, cf. Duranti & Burrell, 2004; Ashley, 2005; Veronesi, 2009) or at how conductor's gestures (that is body orientation, gaze and gestures, cf. Poggi, 2002; Streeck & Oshima, 2005; Haviland, 2007; Parton & Edwards, 2009, i.e. in classic ensembles) are systematically and responsively oriented to by musicians and integrated in their actions. Following this line of research, and inspired by a Conversation Analytic perspective, this paper focuses on the context of choral music: here an extended group of musicians, using a specific instrument, their voice, make music together following the notation's 'established' course of action and the conductor's moment-by-moment 'instructions'. In the case being studied, a specific participatory constellation is established, as far as the 'ordinary' conductor (that is the official conductor of the French Chorus) is accompanied by the 'official' (and external, British) music conductor of the Opera being rehearsed: as a matter of fact, as often happens for international and popular Opera representations by permanent Chorus, musicians can daily rehearse with their conductor and then occasionally – just before the official representation – meet with the Opera general conductor. The analysis will focus on the way this peculiar (at least) triangular 'framework' (represented by the two directors and the group of musicians) is handled and on how participants, through multiple resources, organize their musical action(s), orienting towards a common activity or manifold activities and structuring dynamic and evolving participation frameworks (Goodwin, 1981; 2000; Goodwin & Goodwin, 2004). During the rehearsals, different types of sequences can in fact emerge and accompany the musical production (for ex. instructions or evaluation sequences, addressed to some or all the musicians; clarifications sequences exchanged between the conductors themselves) making relevant different – and often simultaneous – courses of action as well as local dynamic constellations. The research will take into account both the audible and visible resources exploited by participants, focusing in particular on specific verbal conduct (with two languages being used – French and English) and on the manipulation of objects (especially with the 'notation' constantly handled by participants and evoked by the director as an interactive resource to structure the activity itself). The data analysed are represented by three hours of audio and video-recordings and their related transcriptions.

**Inger Mey,**

***Narrative culture as socialization agent***

[contribution to the panel *Situating societal pragmatics culturally and interculturality*, organized by Mey Jacob L.]

Based on videotaped interactions where experts instruct novices in the daily chores in the laboratory, several kinds of instructions appear to be conveyed or accompanied by narratives. Such stories are part of the narrative culture of the workplace and as such, they function as much more than just entertaining anecdotes. The stories introduce the novice to the establishment and the history of the laboratory, to the rules and regulations around safety precautions, and to local traditions for distributing responsibilities. Stories about previous experiments,

both successes and failures, are a storehouse of memories that contextualize the specific experiences and keep them alive by circulating them, and creating a communal stock of knowledge. (Knorr Cetina, 1999, p.106) Other stories give advice on how to survive in the professional world of science, how to get published, how to compete for research grants, and how to design a career path. In institutions where learning takes place in the work environment, distinctions between social anecdotes and work related reports get blurred or seem to disappear, in contrast to workplaces where productivity takes precedence (Marra and Holmes, 2004).

Seen through the lens of apprenticeship and socialization, all narratives in the workplace become powerful tools in the identity formation of young scientists allying themselves with the specific culture of their community of practice (Lave and Wenger, 1991).

Knorr Cetina, Karin. 1999. *Epistemic Cultures: How the sciences make knowledge*. Harvard University Press. Cambridge, MA.

Lave, Jean & Wenger, Etienne, 1991. *Situated learning: Legitimate peripheral participation*. Cambridge University Press, Cambridge.

Marra, Meredith and Holmes, Janet, 2004. *Workplace narratives and business reports: Issues of definition*. Text 24(1) (2004), pp.59-78. Mouton de Gruyter, Berlin, New York.

Mey, Inger. (in progress) *Learning through Interaction and Embodied Practice in a Scientific Laboratory*. Dissertation in Linguistic Anthropology, University of Texas at Austin.

**Christian Meyer,**

***On the indeterminacy of the participation framework in Wolof multiparty conversations***

[contribution to the panel *Numbers in (inter)action: How the number of participants matters for the organization of talk-in-interaction*, organized by Bolden Galina]

In this paper I will confront the canonical model of turn-taking provided by Conversation Analysis with data from multiparty conversations among the Wolof of North-Western Senegal. In these conversations, addressing and reciprocity are not always marked by continuously operating signals such as gaze so that the participation framework is partly unclear even for the participants. On the other hand, one-time auditory and bodily signals (continuers, hearer assessments, gesture, touch) are much more frequent. This results in a situation in which a constant competition for the attention (signaled by auditory signals) of co-participants is recurrent. A related consequence is that overlap even between participants who just interacted with one another is frequent since, in the multiparty constellation, there are always possibly recipients and listeners to their contributions. Eventually, as I will argue, cultural conventions in relation to the senses as well as to the social person might be referred to in order to explain these attested departures from the canonical turn-taking model of CA.

**Liliane Meyer Pitton,**

***"Being a good mother in the right language" – Linking motherhood with language representations and practices in binational families***

[contribution to the panel *Language and identity in transnational marriages*, organized by Heyse Petra]

There seems to be a general expectation that the children of a binational couple will grow up to be bilingual, especially with a minority language speaking mother - as mothers are generally seen as being responsible for the child's first language development (i.e. "mother tongue"). Several studies show, however, that there are far more aspects involved to grasp the complexity of language maintenance (Lindenfeld & Varro, 2008; Piller, 2001a) , and that the possibilities of language choice by the foreign language speaking spouse (mother or father!) are influenced by more than personal wishes and willpower. They happen in a specific context, where representations about language, gendered role distribution and negotiation of power and identity come into play (Jackson, 2009; Piller, 2001b) .

In this paper I would like to approach this question by examining how this supposed link between language transmission and motherhood is perceived, articulated and put into practice by a specific group of non-local language speaking women in binational couples, namely Russian speaking women married in Switzerland.

Topic and data are based on my PhD project which is part of a research group investigating language loyalty and forms of multilingualism in families of "female marriage migrants" in Switzerland. My project's focus is on families composed of a Russian and a French speaking partner living in the French speaking region of Switzerland. The methodological approach is ethnographic, consisting of interviews, recordings of family interaction as well as participant observation. Analysis proceeds according to the principles of an ethnomethodologically inspired discourse analysis, attempting to capture the participants' interactionally constructed reality and their systematic use of specific communicative resources.

Scrutinizing interview data as well as family interaction, I would like to show how the use of language(s) is connected to motherhood, if and how language maintenance is constructed as the mother's duty and towards whom, and how mother identity may be linked to a linguistic (and cultural) identity. It appears that "being a good mother in the right language" is part and parcel of negotiations about language, power and role

distributions within the couple, and connected to social representations of the implicated languages, of bilingualism and motherhood. Therefore, my Russian speaking informants have to deal with potentially conflicting roles and identities as they try to achieve being a "good" mother - in whatever language.

Jackson, L. R. (2009). Language power and identity in bilingual childrearing. *Crossroads*, 3(2), 58-71.

Lindenfeld, J., & Varro, G. (2008). Language maintenance among "fortunate immigrants": The French in the United States and Americans in France. *International Journal of the Sociology of Language*, (189), 115-131.

Piller, I. (2001a). Linguistic intermarriage: Language choice and negotiation of identity. In: A. Pavlenko, A. Blackledge, I. Piller, & M. Teutsch-Dwyer (Éd.), *Multilingualism, second language learning, and gender* (p. 199-230). Berlin, New York: Mouton de Gruyter.

Piller, I. (2001b). Private language planning: the best of both worlds? *Estudios de Sociolingüística*, 2(1), 61-80.

### **Matti Miestamo,**

#### ***How pragmatics shapes the structure of negatives – a cross-linguistic perspective***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

This paper looks at negative sentences from a typological perspective, paying attention to cross-linguistically recurring structural features that can be seen as motivated by the pragmatic properties of negation. The focus is on standard negation, which can be characterized as the negation of declarative verbal main clauses.

When looking at the structure of negatives, attention may be paid to the type of negative markers used: particle, affix, verb; or to the position of negative markers in the clause: cross-linguistically, they tend to come before the elements they negate. Attention may also be paid to structural features beyond the negative marker, i.e. how negatives differ from affirmatives in addition to the presence of negative markers. In (Miestamo 2005) I looked at standard negation in a sample of 297 languages, paying attention to the structural differences between negatives and affirmatives. A distinction was made between symmetric and asymmetric negation according to whether or not negatives differ from the corresponding affirmatives in addition to the presence of negative markers. Four different types of asymmetry were distinguished: Type A/Fin in which the finiteness of the lexical verb is reduced or lost, Type A/NonReal in which negatives are marked for a category expressing non-realized states of affairs, Type A/Emph in which negatives are marked for a category expressing emphasis in non-negatives, and Type A/Cat in which the marking of grammatical categories in negatives differs from their marking in affirmatives in other ways – often tense-aspect-mood or person-number-gender distinctions made in affirmatives are lost in negatives.

To explain these cross-linguistic generalizations concerning the morphosyntactic structure of negatives, we should look at the functional properties (semantics and pragmatics) of negation. The tendency to place negative markers early in the sentence, for example, can be seen as motivated by a pragmatic principle saying that it is communicatively efficient to signal negation as early in the sentence as possible. In (Miestamo 2005) I have proposed functional motivations for the subtypes of asymmetric negation in the following terms. Type A/Fin is motivated by the stativity of negation, Type A/NonReal by the semantic connection between negation and other conceptualizations of the non-realized, Type A/Emph by the discourse context of negation calling for emphatic expression, and the subtype of Type A/Cat in which the availability of grammatical distinctions is reduced under negation is motivated by the discourse context of negation in which the propositional content of the negated sentence is (pre)supposed. In this paper, I will discuss the pragmatic aspects of these functional motivations in more detail, with the help of a number of illustrative case studies.

Miestamo, Matti. 2005. *Standard negation: The negation of declarative verbal main clauses in a typological perspective* (Empirical Approaches to Language Typology 31). Berlin/New York: Mouton de Gruyter.

### **Elizabeth Miller,**

#### ***Constructing accounts of agency as social action through using agency in language: Ideologically mediated accounts of adult immigrants learning English in the U.S.***

[contribution to the panel *The Limits of Agency: Exploring the Interface between Semantic and Social Constructs of Agency*, organized by Mayes Patricia]

In line with the focus of the panel, this presentation explores the relationship between agency *in* language and agency *as* social action (Duranti 2004). Drawing on a corpus of 18 interviews with adult immigrants to the U.S. who have opened their own small businesses, this study analyzes how particular linguistic constructions are mobilized in the co-constructed positioning work of interviewee-interviewer talk and provides an overview of the recurrent constructions used to position interviewees as (in)agentive participants in their accounts of learning and using English after arriving in the U.S. Like much contemporary scholarship, this paper views human agency—as social action—as emergent from specific practices, mediated by social, political, and cultural influences.

The similarities across narratives point to their ideologically inflected structures. These are accounts in which immigrants recognize their obligation to learn the dominant language quickly and fully and are held individually

responsible when they fail to do so. Even as widespread language ideologies constrain how interviewees can position themselves as responsible individuals in the interview context, these normative ways of assembling characters and events into narrative accounts simultaneously mediate their capacity to do so. Further, the linguistic constructions produced by interviewees—their structuring of agency *in* language—function as mediating tools. That is, interviewees are constrained to using English-specific constructs in the interviews and such constraints influence how they organized actors and actions in their accounts, or as Wertsch (1998: 55) puts it, using a language requires that we “‘buy into’ an existing set of linguistic terms and categories”. But at the same time, such linguistic constraints enabled these individuals to communicate meaningfully with their interviewer.

For example, one interviewee mobilized the grammatical resources of English to position himself as acting responsibly and agentively in learning the language on his own: “You know when I come, do you know, *I buy some conversation- uh like simple conversation book*”. He constructs this agentive act as motivated by his intention to “you know, to look at, learn it [English] myself”. Several moments later he added, “But you want to living over here *you got to be able to, kind of have to learn [English]*”. Using inclusive “you” as the subject who is obligated or needs to learn English in the U.S., he generalizes the situation beyond himself while also positioning himself as recognizing normative expectations for his learning the dominant language. Though he constructs himself as responsible and able to act, seemingly on his own power, this paper argues that his capacity to act is mediated by ideological norms regarding *who* is responsible to learn a new language in this context (*not* native-English speakers [Blommaert et al., 2005]). This study thus contends that some individuals’ mediated agency is more advantageous than others’, and cautions against conflating agency and empowerment. It further argues for the need to consider how dominant language ideologies mediate how agency is linguistically constructed, narratively animated, and socially enacted.

**Carmit Miller, Yael Maschler**

***Hebrew naxon (‘right’): From Verb to Epistemic Discourse Marker***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

Hebrew naxon, roughly equivalent to English *right*, is a present form of the root  $\sqrt{k.v/u.n}$ . in the nif'al verbal pattern. The dictionary classifies it as an adjective (Even-Shosan 1986).

In this study, we investigate all 156 tokens of Hebrew naxon found throughout a corpus of casual spoken Hebrew discourse, in order to decipher its uses and grammaticization path (Hopper 1987, Hopper and Traugott 2003).

Despite Even-Shoshan’s classification, only 5.5% of naxon tokens throughout the corpus function as adjectives. An additional 1.5% function as adverbs. In both of these syntactic roles, naxon appears as part of a larger syntactic construction within an intonation unit.

The great majority of naxon tokens (75%) occur in a separate intonation unit functioning to express agreement with the interlocutor’s previous utterance and signaling the speaker’s epistemic independence and/or authority (Heritage 2002, Heritage and Raymond 2005); e.g.:

A: .. hashem shelo ha.. 'amiti ze yeshua.  
the name his the .. real is Yeshua  
his .. real name is Yeshua.

B: ... naxon  
**right.**

These tokens constitute prototypical discourse markers in that they fulfill both requirements in Maschler’s definition (2009): (1) Semantically, rather than referring to the extralingual world, they refer **metalingually** -- in the case of naxon, to the interaction among text participants. (2) Structurally, they occur at intonation-unit **initial** position, either at a point of speaker change, or, in same-speaker talk, immediately following any intonation contour *other than continuing intonation* (unless they occur as part of a discourse marker cluster).

An additional 11% of tokens fulfill the semantic requirement for discourse markerhood but not the structural one, constituting therefore non-prototypical discourse markers (Maschler 2009); e.g.: 'en kaze davar, naxon?' (‘there’s no such thing, **right?**’). They function to request audience confirmation (thereby often signaling speaker’s uncertainty) and to increase audience involvement by seeking positive alignment (Du Bois 2007) with the speaker.

Finally, the remaining 7% constitute a part of speech termed xagam (‘lacking person and number’), functioning as predicate of the clause:

naxon tamid yesh [...] he'arot ka'ele?  
**right** always there are [...] comments like these  
**[isn't it] right [that]** there are always such comments?

Here we see naxon occurring as part of a larger intonation unit, having scope over the clause, functioning similarly to non-prototypical discourse marker naxon.

Based on synchronic study of the spoken corpus, supported by investigation of Biblical Hebrew excerpts, we argue that in the process of grammaticization, *naxon* underwent decategorialization according to the following path:

Verb > Adjective > *xagam* > Non-prototypical D. M. > Prototypical D.M.

In the intermediate stages of *xagam* and Non-prototypical D.M., *naxon* could be considered a modal particle in the sense that it has scope over the clause (rather than the larger discourse unit), is intersubjectively motivated, and can appear in clause-initial or clause-final position (rather than only intonation-unit initially when functioning as a prototypical discourse marker). However, we will argue for a continuum stretching between the modal particle uses and the discourse marker ones, rather than for a strict dichotomy between the two.

**Cynthia L. Miller-Naudé,**

***Explicit and Implied Silence in the Mythological Texts of Ancient Ugarit***

[contribution to the panel *The Pragmatics of Silence*, organized by Kurzon Dennis]

The mythological poems from ancient Ugarit (especially the Baal cycle and the Kirta text) contain extensive sections of dialogue. In this paper I consider the pragmatics of silence as a response within these literary epic texts in three respects. First, I examine the ways in which silence as a response is represented within Ugaritic epic texts. Second, I examine the use of silence as a dialogic strategy of speakers (i.e. characters) and the functions that silence plays both within the dialogue and within the encompassing poem. In this section I build upon the work of Poyatos 2002 concerning the literary representations of silence as well as upon Ephratt 2008 concerning the conative functions of silence. Finally, I consider the metapragmatics of silence as a response. I examine those instances in which the poem attributes no response to a character and provide an analysis of the functions that such a lack of response plays within the broader concerns of the poem. The study will contribute to an understanding of how Ugaritic epic poems differ from the cognate Hebrew narratives in their representation of silence (as described in Miller 2006).

Bilmes, J. 1994. "Constituting silence: Life in the world of total meaning". *Semiotica* 98, 73-87.

Ephratt, Michal. 2008. "The functions of silence". *Journal of Pragmatics* 40, 1909-1938.

Jaworski, A. 1993. *The Power of Silence: Social and Pragmatic Perspectives*. Language and Language Behaviors, 1. Newbury Park, CA: Sage.

Kurzon, Dennis. 1998. *Discourse of Silence*. Pragmatics and Beyond, new series, 49. Amsterdam: Benjamins.

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Miller, Cynthia L. 2006. "Silence as a response in biblical Hebrew narrative: Strategies of speakers and narrators." *Journal of Northwest Semitic Languages* 31: 23-43.

Poyatos, F. 2002. *Nonverbal Communication across Disciplines*. Vol. 3: *Narrative Literature, Theatre, Cinema, Translation*. Amsterdam: Benjamins

Saville-Troike, M. 1985. "The place of silence in an integrated theory of communication", 3-18 in D. Tannen and M. Saville-Troike, eds. 1985, *Perspectives on Silence*. Norwood, NJ: Ablex.

**Gregory Mills,**

***The tacit development of sequential constraints in dialogue***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

One of the key insights into dialogue provided by conversation analysis is that an utterance's interpretation is strongly constrained by its sequential position within a larger stretch of talk. However, existing models of dialogue provide different accounts of how sequential constraints are both established and sustained during interaction: the interactive alignment model (Pickering and Garrod, 2004) prioritizes tacit co-ordination provided by feedback and repetition, while in Grosz and Sidner's (1986) and the collaborative model (Clark 1996), more prominence is placed on the value of explicit agreement occurring on track 1 in achieving coordination. To address these issues, we present findings from a variant of the maze game task (Garrod et al 1987, Healey et al 2006), used in combination with an experimental chat tool (Healey and Mills, 2006) that selectively interferes with participants' opportunities for providing feedback to each other. We present local and global patterns in maze-task dialogue that show how pairs of participants rapidly develop idiosyncratic sequential constraints which allow highly co-ordinated interaction. We identify stages in this development, demonstrating how explicit negotiation on track 1 is more likely to impede and be ignored in the initial stages; attempts to co-ordinate on track 1 are successfully deployed in later games, only after sufficient coordination has developed. We sketch an alternative approach that emphasizes the role of tacit feedback occurring on track 2, in particular the role of conversational repair.

Clark, H. H. (1996). *Using Language*. Cambridge University Press, Cambridge, UK.

Garrod, S. and Anderson, A. (1987). Saying what you mean in dialogue. *Cognition*, 27:181-218.

Grosz, B. J. and C. L. Sidner: 1986. Attention, intention, and the structure of discourse. *Computational Linguistics*, 12(3):175-204.

Healey, P.G.T. and Mills, G. (2006). Participation, precedence and co-ordination. In Proceedings of the 28th Annual Conference of the Cognitive Science Society, Vancouver, Canada.

Pickering, M. J, and Garrod, S. (2004). Towards a mechanistic psychology of dialogue. *Behavioural and Brain Sciences*, 27(2):169-190.

**Haruko Minegishi Cook,**

***Male employees' use of referent honorifics in Japanese workplace: Construction of a professional self***

[contribution to the panel *Linguistic Identity Constructions in the Japanese Workplace*, organized by Minegishi Cook Haruko]

From the social construction perspective, this paper examines how male and female employees use referent honorifics in the Japanese workplace. The finding that the male employees use most of the referent honorifics in the company's meeting challenges the deeply-rooted assumption in the field of sociolinguistics that women use linguistically more "polite" forms than do men (e.g., R. Lakoff 1975).

Honorifics are traditionally viewed as linguistic forms that are used in speech between speakers and/or referents in a vertically or horizontally distant relationship: they express politeness by giving deference to a higher social status person, or indicate the formality of the speech situation (cf. Martin 1964). Furthermore, based on the assumption of one-to-one mapping between honorifics and politeness, it is generally viewed in Japanese sociolinguistic practice that Japanese women use more honorifics than men because they are more polite (Niyekawa 1991; Shibatani 1990; Suzuki 1993). However, these views are problematic: i) the function of honorifics is to mirror the pre-existing social world; and ii) women's linguistic behavior is described in a context-independent fashion. More recently, studies on honorifics and those on gender and language based on naturally occurring data have demonstrated i) honorifics do not always index politeness reflecting the social status of the interlocutors and can index a variety of social identities (Cook 1996; Dunn 2005; Duranti 1992); and ii) the stereotypical association between women's behaviors and so-called "feminine linguistic forms" is not always borne out (Matsumoto 2004; Miyazaki 2004; Ohara 2004). To date, however, there has not been any study that investigated if women use more referent honorifics in actual practice. This paper fills this gap by exploring i) in what ways Japanese referent honorifics are used in a corporate meeting and ii) whether or not referent honorifics are associated with female gender construction as previously assumed.

The data were taken from a committee meeting in a large beverage company in Japan, for referent honorifics tend to occur more frequently in business talk. The committee consists of two male and five female participants. The meeting, which lasted one hour and twenty minutes, was video-recorded. The transcribed data are qualitatively and quantitatively analyzed.

Contrary to the stereotypical view of gender and honorifics, this paper finds that the male participants produce thirty-two of the thirty-three referent honorifics occurring in the meeting and that this gender difference in the use of referent honorifics is related to the difference in participation structure in the meeting – the male participants' leading roles in discussion and the female participants' less active contribution to discussion. The paper demonstrates that referent honorifics index the speaker's institutional identity in a company meeting. In sum, the paper demonstrates that in this meeting, referent honorifics do not index politeness but rather are utilized by male participants to foreground their stronger and more committed institutional identity.

**Yui Miura,**

***How do children know speaker's knowledgeability from utterances? : Findings from cross-linguistic and cross-clinical studies.***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

When we receive new information from others, assessing the strength of speaker certainty towards the utterance may give us a great advantage in evaluating its reliability. We are interested in exploring how and when children develop their sensitivity to such speaker certainty when it is expressed in prosody or in modal lexical terms. We are also concerned with whether the developmental pattern of these kinds of sensitivity differs across (1) the presence or absence of communication disorders or across (2) linguistic environment.

In order to investigate the first research question, we conducted an experiment on Japanese-speaking children (aged between 6 and 9) with and without diagnosis of autism. Participants were given a word-learning task using animation movies. In each trial, two novel objects appeared individually with a labeling sentence. The sentences conflicted with each other regarding which object a novel name, such as *toma*, corresponds to. After introduction of the two objects, there followed a sentence stating that only one object, which the given name truly refers to, was going to move (e.g. *Toma is going to move!*). The only available clue for the judgment was the difference in strengths of certainty between the two labeling sentences, using either lexical (sentence-final particles, *yo* vs. *kana*) or prosodic cues (sentence-final intonations, fall vs. rise). The participants' anticipatory looking behaviors after the predictive statement were recorded and analyzed. It was expected that, if participants were aware of the

given clues, they would look longer at the object which was introduced with stronger certainty. The result revealed that, when prosodic markers were given in the key utterances, our autistic group showed no difference in the looking times for two objects, while in the lexical condition they followed the sentence marked by stronger certainty.

Children's linguistic background was also found to affect their developmental awareness of speaker's certainty. We carried out a cross-linguistic study, adopting a similar word-learning task as above, where children received conflicting labeling with different strengths of certainty expressed in word or prosody. Japanese- and German-speaking monolingual children, who were either 3 or 5 years of age, participated in the study. Instead of anticipating the object that was more likely to move, children in this task were asked to choose the more reliable person from the two speakers who labeled a different object using the same noun. One of the two speakers used a modal adverbial (*tabun* in Japanese and *vielleicht* in German) as a lexical clue or a sentence-final rising intonation as a prosodic clue to mark uncertainty. The result revealed that Japanese three-year-olds reliably used prosodic cues to identify the difference in certainty strengths, while German children did not find the difference even at the age of five. For the lexical cues, the adverbials in both languages were understood at the age of five. Influence of linguistic environment on developmental awareness of certainty was indicated.

**Gabriella Modan,**

***Ambiguous Citizens: Jews as insider-outsiders in Amsterdam discourse***

[contribution to the panel *Making Citizens: Discursive Practices at the Boundary of Nationhood*, organized by Pagliai Valentina]

Although Jews make up a minute proportion of Amsterdam's population, they figure prominently in the city's story about itself. Jews' inclusion in the body politic, however, is tenuous; across a wide array of discursive settings, Jews are created as simultaneously insiders and outsiders. This double-edged positionality serves as a strategic resource for Amsterdammers to use for multiple goals related to the construction of divergent local identities for themselves, others, and the city at-large. While such a tenuous inclusion might seem indicative of a positionality in flux, I argue that the symbolic utility of Jews as both insiders and outsiders leads to a stable positionality. I investigate how insider/outsider identities are created in four spheres of social life:

1) Yiddish borrowings. The place of Yiddish in the local dialect can be seen in the Amsterdam newspaper *Het Parool's* The Most Beautiful Amsterdam Word Contest, in which over 50% of the entries derived from Yiddish. Yiddish has penetrated into the basic level of the lexicon, represented in words describing mundane elements of daily life like the name of the city or the word for 'water'. Yiddish is registered in the European HANDVEST as an official minority language of the Netherlands (van Oostendorp 2007). These facts, together with dialect attitude data from a range of Amsterdammers, illustrate how the incorporation of Yiddish functions to characterize the language and, by extension, its original speakers, as part of Amsterdam society. At the same time, however, an analysis of the form of Yiddish borrowings in the dialect (which tend to be Hebrew- rather than German-derived (Beem 1974)), and examination of the semantic domains that the Yiddish contest entries cluster around, reveals a process of distancing from the normative in Amsterdam.

2) Discursive/material practices of Ajax soccer fans. In interviews about philosemitic practices (chanting "Super Jews", wearing Star of David necklaces, etc.), fans construct Jews as intimately tied up with and integral to the city's history. However, these interviews also reveal that a marked status of Jews as 'Other' makes the word "Jews" taboo and provocative, and that it's this provocativeness that makes it effective as a taunt to rival fans.

3) Publicity from the Anne Frank House and Jewish Historical Museum. Through exhibit blurbs and framing texts, these institutions construct the ease or difficulty of Jewish assimilation as a central theme of local Jewish history.

4) Anti-Islamic political discourse and media representations of Moroccans as antisemitic. Nationally, Geert Wilders' speeches portray Islam as an antisemitic religion and a threat to what he calls the country's 'Jewish-Christian tradition'. Local media broadcasts echo this discourse in vague reports of 'antisemitic feelings' in largely Moroccan neighborhoods in Amsterdam. Such reports cast antisemitism as a non-Dutch value, implicating that Moroccans are a threat to Amsterdam values of openness and tolerance. In this case, Jews are cast as insiders by virtue of their contribution to Dutch "tradition", but at the same time, the discourse of toleration necessarily sets them apart as a group not completely taken up within the body politic.

**Jacques Moeschler,**

***Intention, commitment and propositional attitude in verbal communication***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

One of the most challenging issues in cognitive pragmatics is to explain how the audience can faithfully entertain secure beliefs about the speaker's informative intention, his propositional attitude and his commitment. The classical answer is to ascribe a convention to the intended speech act and the speaker's commitment and propositional attitude (Searle 1979 for instance). However, as soon as verbal communication is defined as a

complex device implying both code and inference, the conventional answers fail to explain how an audience can entertain minimal confidence in the speaker's informative intention.

A classical cognitive solution, stated in *Relevance* (Sperber & Wilson 1986, chapter 2) consists in defining an algorithm ascribing degrees of strength to the intended propositional form. This solution is formally interesting, because it is based on an intuitive and plausible cognitive principle: the strength of an inferred proposition should be at most equal or at least lower than the lowest proposition entertained in the context.

Although this solution is acceptable from a computational point of view, it is problematic because it says nothing on how a speaker can communicate a propositional force with different kinds of commitment. He can be certain about a fact, convincing in his argument (with a marked prosody), or, on the contrary, less than convincing (hesitations, pauses, weak voice etc.); but in any case he should give (linguistic and non-linguistic) indices, unless he wants to mislead his audience, on how an audience should ascribe a force to the propositional form he is communicating.

Traditionally, degrees of force are located in implicatures: the classical definition of an implicature is a non-truth-conditional meaning, that is, a proposition that can be negated without contradiction. Now, if the level at which propositions are pragmatically evaluated is an explicature (basic and higher-ordered), then the issue is to which extent the audience can rely on and infer the force of the communicated explicatures. For instance, are basic and higher-order explicatures independently computed or are they triggered by what *Relevance* defines as 'mutual adjustment'? If they are independently computed, how can an audience rely on a propositional form and access an illocutionary force and a propositional attitude? Could the audience, for instance, simultaneously assign an assertion and a weak belief to the truth of the asserted proposition? Moreover, how can the audience be sure about the value of a presupposition? If, on the contrary, the layers of explicatures are entangled, how is the computational device able to work out explicatures and in which order?

In this presentation, I will suggest that unmarked utterances bear weak force of commitment: One way of strengthening the force of commitment and explicatures, the other being the use of pragmatic devices as pragmatic markers. Negation and discourse connectives will be tested in their strengthening function.

Saussure L. de & Oswald S. (2009), *Argumentation et engagement du locuteur: pour un point de vue subjectiviste*, *Nouveaux cahiers de linguistique française* 29, 215-243.

Searle J.R. (1969), *Speech Acts*, Cambridge, CUP.

Sperber D. & Wilson D. (1986), *Relevance. Communication and Cognition*, Oxford, Blackwell.

## **Karo Moilanen, Stephen Pulman**

### ***What Does Logic Have to Do with Evaluation?***

[contribution to the panel *Nonveridicality, evaluation and coherence relations*, organized by Taboada Maite]

How feasible would a strictly logical account of Evaluation be? At first glance, explaining something as fuzzy as Evaluation with something as crisp as logic does appear counter-intuitive. In this paper, we demonstrate that such a conventional dichotomy has been exaggerated unnecessarily. We present a fully compositional uniform wide-coverage computational model of Evaluation in text that builds on a number of fundamental compositional evaluative phenomena and processes discovered by detailed linguistic analysis of the behaviour of evaluative semantics across key syntactic constructions in English.

Driven by the Principle of Semantic Compositionality, the proposed model breaks "evaluative reasoning" down into strictly binary combinatory steps each of which explains the polarity of a given evaluative expression as a function of the properties of the evaluative carriers contained in it and the grammatical and semantic context(s) involved. We account for such compositions using simple three-valued logic operating on positive/neutral/negative evaluation polarity and non-neutral reversal values, and demonstrate how a surprisingly large part of human evaluative reasoning across various structural levels can be explained in terms of a small number of fundamental compositional processes and simple evaluative salience rankings. Representative samples of various syntactic constructions drawn from a deep evaluation grammar are used to exemplify core polarity charge, null composition, polarity propagation, polarity rankings beyond vanilla negation, unavoidable polarity conflicts and their resolution, and more exceptional 2nd-order evaluative implicatures and other mixed polarity anomalies, amongst others.

Moving towards the computational goal of interpreting natural language text based on its basic evaluative properties that go beyond the "traditional" factual, objective dimensions of meaning in Natural Language Processing and Computational Linguistics, we describe an initial implementation of the proposed compositional evaluation model (called AFFECTiS (Affect Interpretation/Inference System)) which attempts direct logical evaluative reasoning rather than basing its computational evaluative judgements on indirect data-driven evidence. Together with deep grammatical analysis and large hand-written evaluative lexica, the model is applied recursively to assign evaluative features to all (sub)sentential structural constituents and to concurrently equip all individual entity mentions with gradient evaluation scores.

We lastly provide a brief summary of a series of extensive empirical multi-level and multi-task experiments encompassing over 119,000 evaluative judgements against which AFFECTiS model was compared. The results

across entity-, phrase-, sentence-, word-, and document-level data sets demonstrate that the model is capable of human-like evaluative reasoning and can interpret Evaluation in a way that is not only coherent syntactically but also defensible logically - even in the presence of the many ambiguous extralinguistic, paralogical, and mixed evaluation anomalies that so tellingly characterise the challenges involved in non-factual reasoning.

**Alessandra Molino,**

***Negative evaluation in English and Italian business and economics book reviews***

[contribution to the panel *Explicit vs. implicit evaluation*, organized by Shore Susanna]

Evaluation (Thompson & Hunston, 2000) is an important trait of academic written discourse as it enables scholars to position themselves within the academic community and to relate with their readers by addressing their expectations and anticipating their reactions (Hyland, 2005). One of the genres in which evaluation plays a key role is the academic book review. When reviewing a new book in their discipline, not only are scholars supposed to introduce the book to their readers, but they are also required to judge the work of their peers. As a consequence, it is essential for writers to carefully conduct interpersonal negotiations in order to establish the intended relationship with the author(s) of the book under review. Book reviews have recently attracted the attention of cross-cultural researchers (Salager-Meyer and Alcaraz Ariza, 2004; Moreno and Suárez, 2008; Lorés Sanz, 2009). Critical attitudes have been shown to vary across languages and cultures in terms of the type of evaluation towards the book (i.e. positive or negative) (Moreno and Suárez, 2008; Lorés Sanz, 2009) and the frequency of occurrence of critical acts (Salager-Meyer and Alcaraz Ariza, 2004).

The present paper aims at contributing to this line of inquiry by undertaking a cross-cultural study of direct and indirect negative evaluation in the reviewing of business and economic discourse in English and Italian. The study is based on a comparable corpus of 20 academic book reviews in English and 20 texts belonging to the same genre and disciplines in Italian. Following Moreno and Suárez (2008), negative evaluative acts are identified and quantified considering the co-text and the context. Subsequently, instances are examined in terms of their incidence of use and the lexico-grammatical resources that Anglo-American and Italian scholars tend to employ when expressing their criticism.

Hunston S. and G.Thompson (Eds.), 2000, *Evaluation in text: authorial stance and the construction of discourse*, Oxford University Press.

Hyland K., 2005, "Stance and engagement: a model of interaction in academic discourse", in *DiscourseStudies*, 7(2).

Lorés Sanz R., 2009, "(Non-) critical voices in the reviewing of history discourse: a cross-cultural study of evaluation", in Hyland K. and G. Diani (eds.), *Academic evaluation: Review genres in university settings*, Palgrave MacMillan. (forthcoming)

Moreno A. and L. Suárez, 2008, "A study of critical attitude across English and Spanish academic book reviews", in *Journal of English for Academic Purposes*, 7.

Salager-Meyer F. and Alcaraz Ariza M. A., 2004, "Negative appraisals in academic book reviews: a cross-linguistic approach", in C. Candlin and M. Gotti (Eds.), *Intercultural aspects of specialised communication*, Peter Lang.

**Lorenza Mondada,**

***Multiple co-occurrent and emergent temporalities of multimodal resources in interaction***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

The paper focuses on the temporal and sequential organization of a diversity of multimodal resources (language, gesture, gaze, facial expressions, body postures, movements in space, objects manipulations, etc.). The paper draws on conversation analysis, interactional linguistics, Hopper's notion of 'emergent grammar' (Hopper, 1987) and Auer's notion of 'online syntax' (2005, 2009). These notions have been used and discussed for the detailed study of linguistic resources contributing to the moment-by-moment organization of turns; but they have not yet been exploited within a multimodal approach of turn construction. The paper explores the way in which the temporal dynamic and emergent formatting of turns is not only observable as far as the incremental syntax is concerned, but also as far as embodied practices contributing to action formation and to turn construction are concerned (cf. Goodwin, 1979, 1981, 2000 ; Streeck & Hartge 1992, Mondada, 2007). Therefore, the paper aims at describing the way in which turns as actions are emergently formatted in a multi-dimensional way, through a diversity of resources mobilized within multiple temporalities. These temporalities are both specifically designed and mutually configuring each other: they are not isomorph (they are not synchronous *stricto sensu*) but they are timely coordinated in a very precise manner.

In order to explore these temporal regimes of talk and action in interaction, the paper focuses on a particular sequential position: completion points at various levels of organization (syntactical constructions, TCUs, turns and sequences). The analysis deals with the way in which participants coordinate the multiple temporalities of the resources they mobilize by mutually orienting towards these completion points, either in order to achieve them in an aligned manner or to manage them in a divergent way (see for example the timed multimodal organization of assessments in Goodwin & Goodwin, 1987 ; Mondada, 2009 ; Lindström & Heinemann, 2009 or

see the timed organization of bodily and linguistic conducts in transitions in Deppermann, Mondada, Schmitt, 2010 or Bruxelles, Greco, Mondada, 2009).

The paper is based on empirical analyses of video recordings of ordinary conversations and professional interactions, which have been transcribed and aligned with ELAN ; multimodal details made relevant by the participants for the organization of the interaction have been carefully annotated in multiple tiers.

**Mercedes Montes de Oca,**

***Discourse markers across nahuatl genres***

[contribution to the panel *Discourse organization in oral traditions and in literatures of the past: the interface between linguistic and para-/extra-linguistic features.*, organized by Bonifazi Anna]

Nahuatl Language is a Uto-Aztecan language still spoken by nearly 2000 000 people in Mexico and from which we have written records of more than 500 years. This variant of Nahuatl was the language of the Aztec people and is termed Classical Nahuatl for it goes back to the time of the Spanish conquest (1525). Written records from the past have great textual diversity and can be organized in specific genres: religious texts, historical accounts, myths, legal records etc.

The aim of this paper is to analyze the function, scope and frequency of discourse markers (DM) in the different genres mentioned.

This research is part of an ongoing project which includes the synchronic level. The question that guides the research is: Where and Why did discourse markers go? Nowadays the situation of DM in modern Nahuatl is not the same as in the mentioned textual materials because a great deal of them have disappeared; others have restricted their scope while others have maintained their relevance.

The communication proposed for this IPrA panel will include the most frequent DM found in texts. An example of a DM found in a myth about the creation of the sun and the moon is:

*Ompa-* in essence it is a distal locative marker, it can be translated as "there", but it extends this linguistic value because in narrative and historical texts it can have discourse marking functions which include, reference to the interaction between discourse participants or it can establish anaphorically the sequence of events, as in the next example located in the Florentine Codex:

in imomextin in cecentetl in-tepeuh mochiuh, in ompa ontlamaceuhtinenca nauhyohual  
im-ome-xtin ce-centetl in-tepeuh mo-chiuh there on-tlamaceuh-ti-nen-ca nauh-yohual  
POS3pl-two-pl RED-one POS3pl-mountain REF3-do Dir-make penance-Lig-live-PresPART four-day  
It was done, each one on his mountain (there) then they went on doing penance for four days

Ompa as a DM can also have text organizing functions as it can signal the separation of lines.

The methodological approach will be based in concepts from the cognitive theory such as: frame, profile, background information, figure and ground (Fillmore 1982, Langacker 1987, 1991). The analytical perspective taken will show the functions and scope of these markers in different contexts and will also reveal the activation of specific discursive and pragmatic frames in relation to the genre where the DM are located.

Langacker, Ronald. 1987. foundations of Cognitive Grammar. vol. 1. Stanford: StanfordUniversity Press.

Langacker, Ronald. 1991. Concept, Image and Symbol. the cognitive basis of grammar. Berlin: Mouton de Gruyter.

Sahagún, Bernardino. 1577-1976. Florentine Codex. General History of the Things of New Spain. New Mexico: The school of American research and the University of Utah.

**Chiara Monzoni, Markus Reuber**

***Linguistic and interactional restrictions in the neurology clinic: The challenge of delivering the diagnosis and treatment recommendations to patients***

[contribution to the panel *Restricted interactional activities in institutional talk*, organized by Chevalier Fabienne]

One of the most common reasons for which patients seek neurological advice is functional neurological symptoms (FNS, including unexplained paralysis, pain and pseudo-seizures), for which psychotherapy is the treatment of choice. While FNS are considered by doctors the manifestation of emotional and psychological distress, patients feel their symptoms as largely or entirely somatic. Given this marked incongruence between doctors' and patients' beliefs about FNS, doctors think that giving the diagnosis and advising treatment recommendations is particularly challenging since they feel that patients are particularly resistant to the idea of a psychological explanation to their problems.

Based on the analysis of thirty consultations in which doctors deliver the diagnosis of FNS and advise treatment, we will show how doctors' linguistic and interactional resources implementing these two crucial activities are subject to specific restrictions which seem to display a marked orientation of the doctors to the encounters as a challenge.

Through restricted practices we refer to the overt *avoidance* by doctors of particular linguistic and interactional resources which are instead found in other clinical contexts. When giving the diagnosis of FNS, for instance, doctors may employ litotes (as “it is not epilepsy”), which are rarely followed by explicit and specific terms clearly labelling the patients’ illness (as “these are pseudo-seizures”; “this is what we call functional disorder”). This lack of specificity occurs also in the introduction of treatment recommendations, during which rather general labels may be used (as “therapy”, “talk-type treatment” vs. “psychotherapy”): thus, deliberately avoiding the ‘psychiatric’ nature of the treatment.

Doctors’ overt and extreme cautiousness is also evident when discussing the psychological aetiology of symptoms and treatment. They avoid delivering explicit direct psycho-social attributions, by setting up question-answer sequences through which these attributions are interactionally established. More importantly, in those cases when they are confronted by a particularly strong resistance by the patient, they may even avoid offering treatment.

We will show that even if these restrictions are usually interactionally generated by the actual patients’ resistance, they are often also the result of deliberate choices of the doctors who anticipate resistance on the basis of their professional experience.

### **Janus Mortensen, Hartmut Haberland**

#### ***English as a lingua franca and the politics of transcription***

[contribution to the panel *Situating societal pragmatics culturally and interculturally*, organized by Mey Jacob L.]

In our presentation, we ask what consequences the shift in emphasis from shared transcripts to shared data has for societal pragmatics. Transcripts are a kind of entextualization, a transformation of volatile data into transportable texts (Bucholtz and Park 2009, Haberland 1998). To start with, only texts can be analyzed or this was the case until recently. But advances not so much in video and audio recording equipment but in transcription software makes the researcher less and less dependent on crude devices like eye dialect to capture the societal reality in unruly data that do not easily accommodate to the standardization imposed by conventions of “normal” usage developed with a purpose totally different from that of capturing the variety of language use. Our data will be taken from recordings of English as a lingua franca (ELF) in settings generated by transnational student mobility.

Bucholtz, Mary and Joseph Sung-Yul Park 2009: Introduction. Public transcripts: Entextualization and linguistic representation in institutional contexts. *Text&Talk* 29(5):485-502

Haberland, Hartmut 1998. Written and spoken language: relationship. In: Jacob L. Mey, ed. *Concise Encyclopedia of Pragmatics*. Amsterdam: Elsevier, 1048-1049

### **Kristian Mortensen,**

#### ***Projecting repair***

[contribution to the panel *Joint Reasoning in Educational Settings*, organized by Berenst Jan]

It is common practice in the plenary language classroom that teachers elicit information from the students. Often this serves as a way of evaluating the students’ knowledge of the (supposedly) learned content and/or serves as a crucial step before proceeding with the ongoing pedagogical activity. In this way, managing the pedagogical activity depends on an ongoing check and display of students’ knowledge. In previous classroom research this has been described as the three-part IRF/E sequence, in which the teacher’s positive evaluation of a student’s answer closes the checking sequences and prepares for a (potential) continuation of the activity. If the student’s answer is “incorrect”, i.e. that it is not the answer or format that the teacher intended, the sequence may move into an (extended) repair sequence. A large amount of classroom research has investigated how these repair sequences are organized verbally and visually (e.g., Kääntä, 2010) as well as how it relates to educational settings (e.g., Hall, 2007; Macbeth, 2004). This continues the description of repair organization in ordinary conversation initially described by Schegloff, Jefferson and Sacks (1977). Here they make a distinction between initiating the repair and accomplishing it. A next-turn repair initiation displays, among other things, *that* there is trouble, *what* that trouble is about and *how* the repair should be accomplished (see e.g., Mazeland, 1986). In our corpora of L2 classroom interaction we find instances where the teacher visually *projects* repair during the student’s answering turn (see also Kääntä, 2010), and where this is treated as doing just that by the (answering) student. This is based on the teacher’s contingent displays of orientation and understanding, and thus reveals students’ continuing orientation to and sensibility of the teacher’s evaluating turn. Drawing on Conversation Analysis, this paper will show how visual aspects of interaction in specific sequential positions project repair initiation (cf. Greiffenhagen & Watson, 2009). The analysis shows how the projection of repair affects the student’s turn-in-progress and the learning opportunities that students are provided in the classroom.

Greiffenhagen, C., & Watson, R. (2009). Visual Repairables: Analysing the Work of Repair in Human-Computer Interaction. *Visual Communication*, 8(1), 65-90.

Hall, J. K. (2007). Readdressing the Roles of Correction and Repair in Research in Second and Foreign Language Learning. *The Modern Language Journal*, 91(iv), 511-526.

Kääntä, L. (2010). *Teacher Turn-allocation and Repair Practices in Classroom Interaction: A Multisemiotic Perspective*. University of Jyväskylä, Jyväskylä.

Macbeth, D. (2004). The Relevance of Repair for Classroom Correction. *Language in Society*, 33(5), 703-736.

Mazeland, H. (1986). Repair Organisatie in Onderwijs Interakties. In A. Scholtens & D. Springorum (Eds.), *Gespreksanalyse* (pp. 233-246). Universiteit Nijmegen: Instituut Nederlands.

Schegloff, E. A., Jefferson, G., & Sacks, H. (1977). The Preference for Self-Correction in the Organization of Repair in Conversation. *Language*, 53, 361-382.

**Peter Mühlhäusler,**

***First person non-singular pronouns in Pitkern-Norf'k***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

This paper is based on the approach to pronouns developed in Mühlhäusler and Harré (1990) and uses data collected on Norfolk Island during 18 field visits.

Pitkern-Norf'k language, spoken by the descendants of the mutineers of the Bounty on Pitcairn Island and Norfolk Island developed as a mixture of 18<sup>th</sup> century English dialects, Tahitian and St. Kitts Creole.

The complexity of its pronoun system is greater than in any of its source languages, particularly as regards first person non-singular pronouns.

Pitkern-Norf'k has a complex system of deictic pronouns. In the first person, there is not only a distinction between singular, dual, paucal and plural, but also between inclusive and exclusive first person non-singular. In addition, there are three first person plural pronouns to indicate the ancestry of the persons referred to. Whereas *wii* 'can refer to any group, *ucklan* and *auwacan* only be used with reference to islanders of Pitcairn ancestry, with an additional distinction between *ucklan* 'we of Pitcairner blood line' and *auwa* 'we of Pitcairner bloodline who hold traditional views and (typically) have not worked away from the island'. In actual discourses the use of these pronouns is at times contested.

Next to the complex pronoun system used for social deixis there is a much simplified anaphoric system. *Wii* is the unmarked anaphoric first person non-singular subject pronoun and *et* is the anaphoric object pronoun for all persons. Both subject and object pronouns are often dropped in connected speech.

As the language is spoken in a closed egalitarian society, first person non-singular pronouns are not used to refer to singular. There is no equivalent of a royal *we*.

Pitkern-Norf'k is spoken side by side with English and is preferred as an instrument for social control. Such social control tends to be highly indirect and first person non-singular pronouns are not employed as impersonal control pronouns.

Mühlhäusler, p. & Harré, R. 1990 *Pronouns and People*, Oxford : Blackwell

**Bernard Mulo Farenkia,**

***Responding to compliments in Cameroon French and Canadian French***

[contribution to the panel *Variation in pragmatics: The case of compliments*, organized by Schneider Klaus P.]

Analyses of French as a pluricentric language have established regional differences on the phonological, syntactical and lexical/semantic levels. However, very little is known about differences on the level of speech acts and politeness strategies. In addition, apart from the seminal work of Kerbrat-Orecchioni (1994) on Compliments and Compliment Responses in French French, the realization of this speech act sequence in other varieties of French has received very little attention.

This paper is an attempt to address these two research gaps. Our aim is to look at two varieties of French, namely Cameroon French and Canadian French, within the framework of variational pragmatics. We will analyze compliment response strategies in these varieties of French in terms of simple vs. complex responses and their frequency. The study is based on data collected, using a written questionnaire, in Yaoundé (Cameroon) and Montréal (Canada) and intends to show how some cultural and regional differences are reflected on the level of compliment response strategies in two varieties of French.

**Kassandra Muniz,**

***The identity as strategic politics: The "black" nomination in the violent debate on affirmative actions in Brazil***

[contribution to the panel *The violence of words*, organized by Silva Daniel]

In this paper, we argue that the notion of race has been positively resignified to meet claims of black people, once in the current Brazilian social and political contexts, it is impossible to detach public politics from identity politics. In this sense, the divide between whites and blacks has been the major strategy of black social movement so as to acquire the political force that had been blurred with the discourse of miscegenation, and

disguised under the racial democracy myth. The "essentialization" of black identity stands out as an important linguistic and political trump to acquire historically neglected rights. In order to verify how language is fundamental in the identification of those who should be eligible for undergraduate positions under the race criterion, an affirmative action that is our target here, we analyzed the documents and decisions of four Brazilian universities, the Federal Universities of Bahia and Brasília, and the state universities of Bahia and Rio de Janeiro. The linguistic fluctuation evidenced in such documents demonstrates that the universities themselves face difficulties to define or delimitate the boundaries of black subjectivities in Brazil. To nominate and to be nominated are thus a form to confer and to constitute existence, subjectivity, identity to one another one. The question is that the language at the same time where it also confers, that it makes possible an existence, it the threat. As for the words "niger", "black mar/woman" and all affiliated and diminutive its, are interesting to observe that the context, in these cases, is not necessary, or, at least, is not a *sine qua non* condition so that these words "perform" a violence, an aggression. These "offensive" names, in saying of Butler or these "words that wound", in saying of Matsuda (1993) it does not depend of the context, because at the moment where they are pronounced, the historicity of them is invoked and reaffirmed. Matsuda affirms that for certain social groups that historically come being discriminated and subordinate, the identification as "black man or woman", "woman", "homosexual" among others "names who wounds", already possess a structural, institutional status. It is this naturalization that these names had suffered throughout the History makes that them to be so efficient to discriminate, to exclude, and put citizens to the edge of this same History. Although this, it is possible observe nowadays in Brazil a strong movement of reaffirmation of these same words by social groups, transforming the violence that excludes in a performatic action that it intends to free these citizens of the subordination that they had been submitted. The affirmative actions are one of these actions. To the question that some scholars raise – those who are against affirmative actions – concerning the fact that nowadays many more persons identify themselves as black, one of the responses that this paper has formulated is that the process of identification is strategic.

**Peter Muntigl,**  
***Therapist Noticings***

[contribution to the panel *The conversational practices of psychotherapy*, organized by Antaki Charles]

Using the resources of conversation analysis (Sacks, 1992; Schegloff, 2007), I investigate the discursive practice one observes frequently in therapy: therapists drawing attention to and taking special note of certain aspects of a client's verbal or non-verbal action such as prosody of speech, facial expressions or bodily movements. The term "noticing," coined by Schegloff (1988), will be used to refer to these practices. Research has shown that noticings may do a range of interactional work such as observing, informing and projecting a subsequent explanation slot in which the 'noticee' is called upon to account for his or her noticed behaviour (Schegloff 1988; Antaki 1994). Further, Bergman (1992) observed that psychiatrists tend to formulate their noticings with *epistemological caution* (Heritage 2005) in order to display their secondary access to patient's experience and to "fish" for more information from the patient. Experiential or emotion-focused therapists, however, have also drawn special attention to how noticings affiliate with clients' affectual displays; according to Greenberg et al. (1993, p. 132), these actions "facilitate awareness and exploration of as yet unspoken aspects of client experiencing and tacit emotion schemes."

Drawing from a corpus of video-taped psychotherapy sessions taken from different therapy approaches (Emotion-focused, Gestalt and couples therapy), I explore the ways in which therapist noticings work to affiliate or disaffiliate with client affectual displays and the effects that these differential alignments may have on the ensuing trajectory of talk. Special focus is given to the 'turn design' of a noticing (i.e., its interactional and lexico-grammatical elements) and how various designs may i) index entitlements to or ownership of experience, ii) display epistemological caution and iii) project client confirmation and subsequent exploration or even resistance of the felt emotion. It was found that noticings did not always lead to explorations of the noticed behaviour. When noticing affectual displays such as anger, for instance, clients did not necessarily construe the noticing as supportive or empathic and attempted instead to block any further talk on that matter. Finally, some noticings were found to be especially designed to challenge clients by pointing out contrasts between their verbal and non-verbal behaviour. Although these noticings did often yield client accounts, they were formulated more as justifications and thus functioned to primarily address the therapist's disaffiliative orientation to the client's emotional display.

Antaki, C. (1994). *Explaining and Arguing*. London: Sage.

Bergman, J. (1992). Veiled morality: Notes on discretion in psychiatry. In P. Drew & J. Heritage (eds), *Talk at Work*, 137-162. Cambridge: Cambridge University Press.

Greenberg, L., Rice, L. & Elliot, R. (1993). *Facilitating Emotional Change*. New York: The Guildford Press.

Heritage, John (2005). Conversation analysis and institutional talk: Analyzing data. In D. Silverman (ed), *Qualitative Research: Theory, Method and Practice* 2<sup>nd</sup> Edition, 222-245. London: Sage.

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Schegloff, E. A. (1988). Goffman and the analysis of conversation. In P. Drew & A. Wootton (eds), *Erving Goffman: Exploring the interaction order*, 89-135. Boston: Northeastern University Press.

Schegloff, E. A. (2007). *Sequence Organization in Interaction: A Primer in Conversation Analysis, volume 1*. Cambridge: Cambridge University Press.

**Kumiko Murata,**

***Private Discourses about Public Discourses – Evidence from Differing Opinions on Gendered Advertisements by Three Groups of Informants***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

This paper critically investigates the extent to which the public discourse of gendered advertisements invokes private discourses on gender equality, which in turn could also be a reflection of public discourses on gender equality in society. In so doing, the paper compares and contrasts comments made on Japanese gendered advertisements by three different groups of informants from differing social, cultural and language backgrounds, i.e., Britain, Japan and Sweden, which indirectly seem to be reflecting the public discourses of government policies and legislation on gender equality in employment.

The paper is based on the data collected through ethnographic interviews to the above three different groups of informants on the interpretations of gendered discourses in two Japanese newspaper advertisements. The results show that there are certain differences between the comments made by the British and Swedish informants and those by the Japanese informants (private discourses). The paper discusses these differences in relation to discourses in public spheres in each society, which are analysed critically from the perspective of discourse analysis, Gricean pragmatics and feminist theory, and reveals the ways in which public discourses could influence private ones.

The results from the detailed analyses of the comments revealed that while both British and Swedish informants are annoyed with the outdated images of gender fixed roles in the advertisements, the Japanese informants, although the comments varied depending on their backgrounds, showed in general more positive attitudes towards them than their British and Swedish counterparts. This tendency is remarkably similar to the perception of gender fixed roles reported in the Japanese White Paper on gender equality (The Cabinet Office, Japan 2007).

The paper finally discusses the relationship between these perceptual differences (private discourse) and possible influences of the media (public discourse) and their roles in constructing them from the perspective of critical discourse analysis.

**Kazuyo Murata,**

***“I’m not in a position to instigate humour”: Humour as an identity marker in Japanese business meetings***

[contribution to the panel *Linguistic Identity Constructions in the Japanese Workplace*, organized by Minegishi Cook Haruko]

Humour plays an important relational role at work: it helps to create team spirit by expressing a sense of belonging to a group (e.g., Fletcher 1999); it contributes to the management of power relationships among team members by de-emphasising power differences (e.g., Brown & Keegan 1999); and in addition humour often contributes to characterising a distinctive workplace culture (e.g., Holmes and Marra 2002). In terms of identity work, Schnurr (2009) and Mullany (2007) argue that humour contributes to the construction of various social identities including leader, manager, and gender identities. Most previous research in this area, however, has been conducted in English-speaking societies. This presentation reports on an analysis of the manifestations of humour in a set of authentic Japanese business meetings, focusing on the meeting members’ linguistic and discursive behaviours.

The Japanese meeting data used in the analysis is drawn from a larger contrastive study which compares authentic business meetings recorded in two business organisations - one in New Zealand (nine meetings: approx. 370 minutes) and the other in Japan (seven meetings: approx. 710 minutes). Four target participants were selected from each organisation in order to compare the verbal behaviour of people with similar roles in different meetings. The results of the analysis of the Japanese data can be summarised as follows: (1) it is generally those who are in authority and/or in charge of the interaction who are the main instigators of any humour within the context of the particular meeting group; (2) other members support and add to the humorous remarks in various ways; and (3) single contributions (quips and one-liners) and one-way teasing (from superiors to subordinates) are also salient features.

As its key analytical concept, the analysis makes use of the concept of a community of practice (CofP), which has been developed within a social constructionist framework with an interest in the ways in which participants demonstrate their membership of the group. According to Wenger (1998), the crucial criteria defining a CofP are

“mutual engagement”, “joint enterprise”, and “shared repertoire”, criteria met by the Japanese business meeting groups in the data set. In line with the existing research, creating team spirit is the major function of humour in this CofP, and ways of embodying this function differ according to the norms of the community. In this CofP, those who are in authority function as atmosphere makers or initiators of the sense of group belonging. By supporting their humour, other members, especially those who are not in positions of power, also contribute to team building. It could be argued from the results that by employing humour or various responses to humour, a range of aspects of identity and related issues of power are constructed discursively and dynamically. In other words, the meeting members are enacting politeness and power through humour in ways that meet underlying expectations of the CofP.

**Andreas Musolff,**

***From Germania to the Blogosphere: Quotations of “Tacitus” in 2009***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

In 2009, the “Battle of the Teutoburg Forest” fought in 9 CE between Roman legions and Germanic tribes saw its 2000<sup>th</sup> anniversary, which generated, in addition to scholarly publications, a number of prominent commemoration events and accompanying coverage in the mass media as well as in the “blogosphere”. The paper investigates quotation practices in the blogs of articles in the daily German newspaper *Die Welt* that have the anniversary as a topic. Quotations and intertextual allusions can be observed at least at three different levels:

- with reference to the main article,
- with reference to contributions by other bloggers,
- with reference to outside sources, e.g. classical sources or contemporary commentators.

The paper analyses quotations of and allusions to texts by the Roman historian/politician Tacitus in the context of “stance-taking”. Since their rediscovery in the 15th and 16th centuries, Tacitus’ writings (*Annals, Germania*) have played a central role in historical awareness and national identity-building in Germany and are still being referred to routinely in public debates in Germany. The analysis shows that in the “battle-anniversary” blog-debate “Tacitus” is constructed almost as a “direct” speaker source, with one blogger even identifying his own voice as “So schrieb Tacitus“ (“Thus wrote Tacitus”) and being addressed by other blog-contributors under this name. The analysis focuses on the way in which such a blending of “self”- and “other(= authority of Tacitus)”-stance is constructed and contested in the blog-discourse.

Coupland, Nicolas (2007). *Style: Language Variation and Identity*. Cambridge: Cambridge University Press.

Fauconnier, Gilles and Mark Turner 2002. *The Way We Think. Conceptual Blending and the Mind’s Hidden Complexities*. New York: Basic Books.

Musolff, Andreas (2004). *Metaphor and Political Discourse. Analogical Reasoning in Debates about Europe*. Basingstoke: Palgrave-Macmillan.

Myers, Greg (2010). *The Discourse of Blogs and Wikis*. London: Continuum.

Riley, Philip (2007) *Language, Culture and Identity*. London: Continuum.

**Greg Myers, Sofia Lampropoulou**

***Formulating Place in Social Research Interviews***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

Social science research interviews often elicit formulations of place, even where place is not the explicit topic of the study. In this paper, we consider the ways that interviewees package these formulations to be relevant to the interviewers’ questions. We draw on interviews from ten UK social science research projects, including some (such as oral history projects) where the interviewer makes place an explicit topic in questions about their lives and daily practices, and some in which the interviewee invokes place in responses to questions about their attitudes towards such issues as policing, the environment, or health. For instance an interviewee, when asked where he lived as a child, describes the house this way: ‘It was one bedroom - you walk straight through to the front room, then you walk straight through to the kitchen, then into the toilet, and that was the flat.’ This response describes the spatial arrangement but also places the interlocutor in relation to it and to the interviewee, and suggests an evaluative stance towards it. We consider such features as use of deictic expressions, use of impersonal *you* in descriptions, narrative structure (as in an imagined tour), and choices and repair of names, for instance for neighbourhoods. We analyse these responses in relation to the expectations apparently set up by the question, and the interviewer’s responses to the descriptions, accepting them or prompting further talk. The interviewees tend to give subjective rather than objective formulations, presenting place as part of lived experience rather than as part of a geographical overview. But they carefully adapt these formulations to the assumed knowledge or perspective of the interviewer.

**Lisa Nahajec,**

***Negation, expectation and characterisation in fictional and non-fictional texts.***

[contribution to the panel *The interface between pragmatics and literary stylistics*, organized by Chapman Siobhan]

Negation in texts is a reflection of a cognitive process in which some situation is understood with reference to the absence of an expected feature. A negator prototypically triggers two mental representations, one in which the negated feature is present and forms the basis of an expectation, and one in which it is absent and constitutes the actual situation. The possibility of presence forms the background expectation against which the negated utterance is understood. As Givón (2001) argues, “Negative assertions are typically made on the tacit assumption that the hearer either has heard about, believes in, is likely to take for granted, or at least familiar with the corresponding affirmative” (2001:372). Negation, then, is concerned with contrasting the hearer’s expectations of a particular situation with what is actually the case. For example, ‘John isn’t greedy’ may produce the implicature, in context, that John is generous. However, it may also present a background assumption that the reader believes John to be greedy, and consequently, how we understand John is, in part, defined by his deviation from expectation. The expectations on which negation is dependent, as Givón (2001) notes, can be present in the reader’s existing background knowledge, but they can also be projected and defeated by the negation itself (negative accommodation – Werth 1999). In choosing to assert a negative, therefore, it is not only the absence that is relevant, but the possibility of presence.

When we consider negation in relation to textual constructions of characters in fictional and non-fictional texts, it is possible to examine what background expectations are triggered, either about types of or a particular character, and how the contrast between what is expected and what is realised contributes to readers’ mental representations prompted by the text. The analysis of negation also allows for a consideration of what background norms, in the form of expectations, are being invoked and how it contributes to reinforcing those norms. In this presentation I will consider the role of negation and expectation, from stylistic and critical stylistic perspectives, in constructing fictional and non-fictional characters in data drawn from novels and newspaper articles.

Givón, T. 2001, *Syntax: An Introduction. Volume 1*. John Benjamins: Amsterdam

Werth, P. 1999, *Text Worlds: Representing Conceptual Space in Discourse*. Longman: London

**Momoko Nakamura,**

***Affective Attachments to Women’s Language in Japan:***

[contribution to the panel *Fighting against the Norm: Gender Expectation and Power Negotiation*, organized by Kumagai Shigeko]

Japanese people have strong affective attachments to Japanese women’s language. This paper argues that such a strong emotional commitment to women’s language has emerged through two opposite colonization experiences during and after WWII. The perspective to regard women’s language as a language ideology (Blommaert 1999, Kroskrity 2000, Schieffelin et al. 1998) fomented historical and discursive studies of the genealogy of Japanese women’s language (Endo 1997; Inoue 2006; Nakamura 2007; Okamoto & Smith 2004; Washi 2004). Although studies of language ideologies have been concerned with political interests given to languages, how affective values are assigned to language has not been fully investigated. Based on the theories of affect proposed by Ahmed (2004), Clough (2007) and Richard and Rudnyckyj (2009), this paper describes the process in which Japanese came to possess affective attachments to women’s language by analyzing metapragmatic comments about women’s speech. During WWII, women’s language was suddenly elevated to an imperial tradition and a symbol of patriarchy. This change was mediated by the desire to imagine a superior imperial language to legitimate linguistic colonization of the East Asian countries. During the American Occupation after the war, women’s language was both separated from the emperor system and associated with natural sex differentiation. Being de-politicized and naturalized, women’s language became the symbol of Japanese tradition, pride, and order, which Japanese intellectuals had lost in the demise in the war. The analysis demonstrates that emotional attachments to language, far from being naturally inherent in the language, are historically situated (Mitchell 2009).

**Emilie Nee, Erin MacMurray, Serge Fleury, & Frédéric-Pugnière-Saavedra**

***What do Statistics Say About Discourse Production ? A Textometric Description of Drafts***

[contribution to the panel *Analyzing Discourse in Progress: A Cross-Disciplinary Approach (Pragmatics, Discourse Analysis, and Text Genetics)*, organized by Cislaru Georgeta]

The alliance of textual statistic methods and Discourse Analysis has long been used in the field of political and media discourse studies. This paper applies such methods to the analysis of different writing or draft stages of social reports in attempt to uncover the pragmatic goals behind this specific type of discourse construction.

Firstly, the corpus is studied as a whole unit. Two types of phenomenon are observed: 1.) the frequency with which vocabulary appears and evolves throughout the corpus, 2.) the structure of different sections of the reports

themselves. These phenomena give vital information on the writing process and organization of the text, on the generic and genetic constraints tied to writing reports, and finally on the discursive construction by the report writer of the child and his/her environment.

From these reports, a set of all-encompassing words and expressions that denote “what’s wrong” with the child, were selected as a point of entry for the analysis of the child’s situation as understood by the writer. In other words, the text is made up of key-words weaving the social workers’ discourse. For example: *problème(s)*, *desdifficultés*, *trouble(s)*(problem(s), some difficulties, disorder(s)).

Secondly, this analysis presents several series of textual statistic experiments aiming at shedding light on the underlying mechanisms of these terms in the social report drafts. A first series of experiments shows the spatial organization of these terms in the text (*map of sections*, figure 1) and their variations in frequency throughout the different sections, draft stages, paragraphs and sentences, produced by the writer. A second series of experiments displays the lexical environment of the selected key-words through an analysis of their co-occurrences with the objective of revealing a possible discursive construction of the child by the writers through the relationships of the key-words and their lexico-syntactic environment.

At each step of this presentation, we evaluate how the discursive construction of the child responds to pragmatic goals attached to these social reports, such as: submitting before a judge the dangers/risks run by the child, accompanying the child and his/her family without upsetting/harming either, avoiding immobilizing the child in a particular social, judicial, or medical discourse, etc.

**Enikő Németh T.,**

***How contextual factors intrude into grammar: Subjectless weather verbs or weather verbs with implicit subject arguments in Hungarian***

[contribution to the panel *Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective*, organized by Englebretson Robert]

Grammatical tradition (Kömlösy 1994, Keszler 2000) has considered Hungarian weather verbs subjectless up until the present. However, there is a wide spectrum of data (cf. e.g. Hungarian National Corpus) which demonstrates non-metaphorical and metaphorical occurrences of these verbs with explicit subjects. Relying on these data one cannot say that weather verbs are subjectless.

The present paper aims to provide a novel explanation of the occurrence of Hungarian weather verbs with and without explicit subjects. It intends to argue for a new approach according to which Hungarian weather verbs have a subject argument in their lexical-semantic representation, which can (or even should) be left implicit in certain contexts, while in others they can be lexically realized. The weather verbs constrain their subject arguments by means of selection restrictions, information on the characteristic manner of natural events, and the prototypical structure of the categories. Such lexical-semantic representations can be interpreted in two ways (cf. Goldberg 2005; Bibok 2008; Németh T. 2008). Either only the natural events are in the focus of attention or their subjects as well. In the first case, the subject arguments can be left implicit. Verbs give access to their lexical-semantic representations with their argument structure. If the subject is left implicit, it can be identified with the information provided by the constraints the selection restriction imposes on it as background information. Since, on the basis of the general encyclopedic knowledge built in their lexical-semantic representations, weather verbs strictly or even uniquely constrain what can fill in the subject position, the subject argument should not be lexically realized. Therefore, the default occurrence of weather verbs in typical contexts is the use without an explicit subject. Sometimes the background encyclopedic information in the lexical-semantic representation by itself cannot license an argument to be left implicit. In these cases the lexical-semantic representation interacts with the particular context. In the second case, if the subject argument is also in the focus of attention, i.e. the particular contextual information requires it (e.g. the particular subject is not the prototype of the category required by the selection restriction or the speaker wants to refer to a specific token of the category), the subject argument must be explicitly expressed.

The proposed solution has several advantages. First, it explains the behavior of Hungarian weather verbs in a unified way in metaphorical and non-metaphorical uses. Second, it accounts for a wide spectrum of data. Third, it treats the occurrences of weather verbs with implicit subjects similarly to the uses of verbs with implicit objects. Fourth, it considers the different behavior of weather verbs syntactic alternations similarly to the non-objectless/objectless uses of transitive verbs, which supports the proposal from the syntactic point of view. Finally, such a lexical-semantic representation reveals how and to what extent the general encyclopedic information has been built in and how the particular contextual information influences the lexicalization of the subject arguments in utterances. All these advantages increase the explanatory power of the implicit subject argument analysis of the Hungarian weather verbs.

**Nancy Niedzielski,**

***Testing awareness of knowledge of which people don’t know they are aware***

[contribution to the panel *Perception of Language*, organized by Bachmann Iris]

As most speech perception researchers suggest, the multidimensional processes involved in perception tap into various types of information that range from acoustic, contextual, social, and psychological. Recent work shows that we are aware of much we do not know that we are aware of. In other words, we are covertly aware of some things: perceptual tests show that we can react *as if* we have certain information, even if we claim no conscious knowledge of such information. In this paper I present results from several experiments that show that lifelong residents of Houston, Texas, are aware of language variation due to factors such as ethnicity and age, even if they report in language attitudes tests that they have no such awareness. For instance, we have found that respondents who claim no knowledge of word-final glottalization or vowel-length differences due to ethnicity show longer reaction times to glottalization or vowel-length values that conflict with actual glottalization or vowel-length patterns found in different ethnic groups. In addition, we have found that in eye-tracking tests, respondents who claim no overt knowledge of language variation due to age still fixate longer on word pairs that are homonymous in older speakers, only if they believe it is an older speaker they are listening to, as opposed to a younger speaker.

Thus, people have acquired knowledge about language variation in their community, without being aware that they have this knowledge. We pay attention to a lot more than we think we do, which means we know more than we think we know.

**Maria Jesus Nieto y Otero,**

***"Affectivity Annotation of a Venezuelan Political Corpus"***

[contribution to the panel *Pragmatic Annotation of Corpora*, organized by Pareja-Lora Antonio]

This contribution aims to present the conclusions from several studies that have been carried out on the oral expression of affectivity for the last ten years (Nieto y Otero, 2001; 2002a; 2002b; 2004; 2005; 2007; 2008). The main goal of these studies was to develop a Pragmatics-oriented model for the analysis of the linguistic realisation of affectivity. Towards this end, we followed Janney (1996) and Castilla (2000), amongst other authors. The resulting model focuses on the analysis of (i) a particular affectivity function, namely, *positive involvement*; (ii) seven types of discourse strategies that are used to perform this function; and (iii) the linguistic devices by means of which these strategies are realised in discourse.

This model was developed in several steps. Firstly, a digital corpus was compiled. Secondly, the marks of affectivity in this corpus were identified and annotated. Thirdly, the levels and the linguistic devices that correspond to these marks were identified and annotated as well. Finally, these levels and linguistic devices were classified and tabulated using some computational tools (*e.g.*, WordPilot and Access). In this process, we found some morphological, syntactic and pragmatic marks that point out the existence of the seven positive involvement strategies mentioned above. For example, we found some links between word classes and affectivity categories, such as (1) vocatives and affective proximity, (2) noun type (common *vs.* proper) and affective specificity, (3) personal pronouns and affective assertiveness; (4) verbal voice and assertiveness, (5) verbal aspect and proximity, (6) adverbs of degree and affect intensity, and (7) adverbs of duration and frequency and affect assertiveness. We also found some links between some syntactic devices and the expression of affectivity (for instance, between repetition and affect intensity, or between substitution and affect specificity). However, even though the annotation of some affect and kinetic indices, such as intonation and voices, seems fundamental, we did not mark this type of information, due to time, human and computational constraints. Yet, this is precisely one of the points being studied by Briz and Val.Es.Co. (2003), who are also contributing to the panel.

To conclude, with our contribution, we will try to answer the following questions: (1) which are the pragmatic categories that allow analysing the linguistic realisation of affectivity? Which are the discourse strategies that are commonly applied in this realisation? What do they reveal? How should all this (both categories and strategies) be annotated? What should a pragmatic annotation scheme contain for a convenient affectivity tagging?

**Claudia Nigro,**

***Rewriting violence in female discourse***

[contribution to the panel *The violence of words*, organized by Silva Daniel]

It is clearly observable in a first reading of some African American literature, written by women writers, that there is a large amount of violence. While telling stories about segregations, sexism, racism, among other, the writers portray a picture of violence that is beyond words. In doing this, they act their way out of the society that enslave them in a brutal way. The recurrence of this extreme force intended to cause pain is also often verifiable by the words chosen by some writers. They are simple words full of representation. The present work aims to reflect on female discourses setting in words of violence. For that, the conception of gender as performance, which denies stable and natural character, prior to languages, is going to be explored. The concept of performative comes from the studies of Austin, which explores a conception of performative speech acts - we do things with words, and from the studies of Judith Butler, who questions the natural character of sex and gender together with concepts which propose a category - "sex" and other biological constituted "gender, as derived

directly from sex. The descriptive fallacy criticized by Austin is well shown in the works of art chosen, once when you present violent acts made towards black women cooperation between narrators and readers is established. There are no right or wrong, no true or false, but life, as it is. Female and male speeches are performed in language that reflects literature, which considers inherent qualities valued by assuming the existence of a class of individuals, defined by its non-conformity with others. Besides questioning stability and immutability of sexual categorical factors considered natural and inherent, it is noteworthy that this literature aims, through speech, to provide women experience with violence, no longer seen from the point of view of the dominator, but through the eyes of the underdog. Therefore, we assume gender as performance. This means that concepts that point to a clear distinction between so called genders, in which subjects are accepted, are questioned. The way characters, which claim a black and female constitution, create performatively through the discourse itself a conception of gender no longer based on a clear distinction between male and female categories, but mainly in the act of taking this class into their hands, is viewed. The intention here is not to create new forms of segregation and hierarchy, but to indicate how, by claiming that category, these writers have made an audible speech marked with race and gender. This category just makes sense when the dichotomy between male/female, male and female, is instituted and formalized. In order to do this discussion, we selected a few works (Tony Morrison's *Recitatif*, Maya Angelou's *I Know why the Caged Birds Sings*, Gloria Naylor's *The Women of Brewster Place* and Zora Neale Hurston's *Their Eyes were Watching God*) in which manifestations of violence are clear. The main feature that approximates the selected works is the presence of individuals who go through times of conflict (and violence) when performing a particular identity. Those identities are discriminated and excluded and also discriminate and exclude in the words of violence they utter. The analyses take into account that gender is symbolic and culturally relative.

**Mayumi Nishikawa,**

***Discourse Markers of Topic Changes***

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by Beeching Kate]

Topic changing frequently occurs in written and spoken discourse. It is an important discourse event both for the writers or the speakers and the readers or the hearers; for the former two to communicate effectively what they intend to convey and for the latter two to fully understand what the communicators intend to convey. Therefore, topic changes are often marked in explicit ways by linguistic signals. *By the way*, *anyway* and *now* are the discourse markers (henceforth DM) which are typically used by the speakers to indicate topic changing (Schourup & Waida 1987; Aijmer 2002). In daily conversation some other DMs, such as *look*, *so*, *okay* and *oh*, are also used when the speakers are shifting ongoing topics, introducing new topics or closing the topics. It is clear, however, that these DMs are slightly different in function, because they are not interchangeable in each situation without changing the meanings of utterances.

For example, consider DM *look* in (1) and DM *so* in (2):

(1) GEORGE: If you need help with them, I could do that.

ERIN : I'm not leaving my kids with you.

GEORGE: Why?

ERIN : I don't even know you.

GEORGE: Well, what do you want to know? Ask me.

ERIN : **Look**, thanks for today.

(Movie: *Erin Brockovich*)

(2) ERICA: . . .she's a high strung, over-amped, controlling, know it all neurotic. . . Who's incredibly cute and loveable. It's a comedy. **So**, how did you two meet?

(Movie: *Something's Gotta Give*)

In (1), George is offering to take care of her children while she is out, but Erin declines the offer by suddenly changing (closing) the topic, by using *look* and telling him to shift his attention to the following utterance. DM *look* is used to force the topic to shift while the hearers are unwilling to do that (Nishikawa 2010). In (2), Erica is shifting the current topic (what she is starting to write about in her new play) to new topic (how Marin, her daughter, and Harry met). By DM *so*, Erica is introducing the topic which she is most curious about and thus she has been planning to talk about in the conversation.

By focusing on seven DMs (*by the way*, *anyway*, *now*, *look*, *so*, *okay*, *oh*), which are used when topic changing, my aim in this paper is to closely examine how they differ in function and where the differences come from. I will demonstrate that each DM has its own nuclear DM meaning and that the meanings determine the shade of difference in communicative function when they occur in the topic-change situations.

**Mari Noda,**

***Expressing Taste and Distaste: Describing Food at Japanese Social Events***

[contribution to the panel *Experiencing food through verbal and nonverbal behavior across languages*, organized by Szatrowski Polly]

This study aims to shed light on the social use of Japanese expressions related to food. Based on observation of linguistic behavior at social events (including dinners or large parties in the home) and results of a written survey in progress, the following research questions will be addressed : (1) are comments on food used to express gratitude for inclusion in a social event , (2) what food-related expressions, if any, are used to express appreciation for a social event , and (3) what expressions are used to describe food at a social event.

Expressions about food that are typically introduced in Japanese pedagogical materials are limited to a few standard taste-related adjectives, such as *oisii* ‘tasty’, *suppai* ‘sour’, and *katai* ‘hard’ and expressions related to offering and accepting food, such as *Nani mo gozaimasen ga...* ‘I don’t have anything (that might satisfy your discriminating taste), but (please accept this food/beverage)’ and *Itadakimasu* ‘I humbly receive (the food being offered).’ However, in a society in which food availability and consumption have become as cosmopolitan and diverse as Japan has , one would expect a greater range of expressions for describing food . In fact, there are dictionaries dedicated to expressions of taste (Kawabata 2006, for example), and food critiques are constantly on the look out for the apt expressions of taste. On the other hand, the Ministry of Internal Affairs (2007) reports changes in dietary habits, such as a greater number of children skipping breakfast, and fewer people skipping the meal-commencing greeting (*itadakimasu* ), suggesting a potentially opposite trend towards more limited food-related expressions.

Preliminary results suggest that the ways in which Japanese speakers describe taste have changed along with their changing eating habits , and the range of expressions Japanese people use to describe food has increased . This study also provides further support for observations by Ohashi and his colleagues (2010) that while standard adjectives have not changed much, there has been an increase in the use of onomatopoeia, especially ones that describe senses related to the touch, such as *nettori* ‘sticky’ or *poripori* ‘light crunchy sound . ’ ( Onomatopoeia is extremely prevalent in Japanese, and is used to express a wide range of sound and other sensory conditions. ) The present study also suggests ways in which description of eating experiences may contribute to socialization. In particular, it examines how food is referenced in communicating gratitude about social events.

To the extent that eating is a basic human activity and much socialization occurs around food consumption, learning to function in a new culture necessarily entails learning to deal with food consumption in ways that the target culture endorses. Results of this research can be applied to teaching Japanese as a second/foreign language and contribute to updating pedagogical materials and instruction.

**Claudiana Nogueira de Alencar, Kaline Girao Jamison**

***Language, violence and eroticism in cultural practices***

[contribution to the panel *The violence of words*, organized by Silva Daniel]

This paper is an attempt to analyze the relationships between gender, violence and meaning. Such relation, specifically, concerns an aspect that interconnects the linguistic delineations of violence within a particular symbolic field - popular culture music. The *corpus* is restricted to texts from “electronic forró music”, which is a new musical genre that has appeared in Brazil from the mid 1990s. This cultural practice was first originated in the Northeast of Brazil and reached high levels of public and commercial devotion throughout the country, which brought along a set of values and symbols associated with a young audience, revolving around concepts of love-sex-party. One of the more frequent themes in this cultural practice is sex, along with romantic love. The concerts in which this cultural practice was first released consist of a mixture of various songs presented by different singers that come in and out of stage, accompanied by dance performances so precisely rehearsed and filled with a powerful and erotic appeal, that are presented by seductive dancers. Electronic forró has highlighted the references to sex from the traditional forró, by incorporating in its universe a visual approach that had been hidden in double meanings lyrics, as well as in danceable sounds of Brazilian popular music. Given that language itself can enact its own types of violence, which delineates multiple forms of subjectivities and sensibilities, our central aim is to look into how female identities are currently being construed based on offensive words and erotic images, starting with meanings that are naturalized in cultural discourses (with emphasis on the popular music and, more specifically, on the Brazilian cultural practice called “Oxente Music”). We observed that the electronic forró, also called “Oxente Music”, maintains and even reinforces the traditional distinction of male and female roles, enhancing a rather conservative and moral setting, despite its intent and modern urban impression. Thus, despite its original characteristics, the language game of electronic forró brings in its grammar speech acts that describe men and women as fixed conservative identities, which is common in the practice of traditional forró, while the new language game makes explicit relations of male ownership by simulations of sex and pornography badly disguised in the songs. Besides the speech acts of nomination used to name the Forró bands, which identify the male figure as virile and seductive, all the nonverbal language of cultural practice performs subservience of the female body. The female figure is out and exposed as an accessible product to the virile male power in a way that was already established by the patriarchal discourse. The constitution of the stereotyped roles of men and women, through offensive words, is considered a form of

linguistic violence, part of an inequitable and discriminating speech that builds silent and violent forms of social submission. An attempt is made to explore the relations between language and ideology insights, based on critical pragmatics studies, focusing on the role of Linguistics and its contributions to a better understanding of social life.

**Neus Nogué-Serrano, Òscar Bladas**

***“Que bé, tu!” (“That’s great, you!”): Non-prototypical uses of the personal pronoun tu (you) in spoken Catalan***

[contribution to the panel *Non-prototypical uses of personal pronouns*, organized by De Cock Barbara]

It is well-known in the framework of deixis studies that deictic categories which generally display a prototypical deictic use (1<sup>st</sup> and 2<sup>nd</sup> persons) have also developed some non-prototypical usages by which the former referential function is partially or totally lost (see Levinson 1983). One of the most studied non-canonical uses is the generic reading of the second person singular pronoun (*you*). However, in spoken Catalan the second person singular pronoun *tu* (*you*) has also acquired a wide range of pragmatic values, mainly interjective, which has received little or no attention from scholars in the field (see Nogué 2008). A good example of this idiosyncratic evolution of the pronoun *tu* is found in the following excerpt from a natural spontaneous conversation, in which the pronoun has lost completely its prototypical deictic use and instead it has acquired an interjective use.

- (1) — *Ara treballo al costat de casa*  
I work very close to home at the moment  
— *Que bé, tu!*  
lit. That’s great, **you!** (COC 10)

The aim of the present paper is to analyze this non-canonical use of the Catalan second person singular pronoun *tu* attending to the pragmatic contexts in which it occurs. More particularly, it is argued that whereas in some contexts the mentioned pronoun maintains part of its referential function, due to its former prototypical deictic use (e.g. in order to appeal to addressee’s attention as a vocative), in many other contexts it works very similarly to an interjection rather than to a prototypical second person singular pronoun, as (1) shows. Finally, it is stated that this peculiar evolution can also be attested in some fixed expressions such as the so-called conversational routines (see Aijmer 1996), e.g. in the exclamative expression *Tu diràs!* (lit. ‘you will say!’), commonly used to express agreement with the addressee.

In order to contribute to this issue the following two corpora of spoken Catalan developed by the Universitat de Barcelona have been analysed by means of a qualitative approach: Corpus Oral de Conversa Col·loquial (Payrató and Alturo 2002) (a selection of colloquial conversations), and Corpus Oral de Registres (Alturo *et al.* 2004) (a collection of samples of (in)formal oral discourse genres). The data are complemented by natural spoken data from the Corpus Oral de Registres carried out by the Universitat de Lleida.

Aijmer, Karin (1996). *Conversational Routines in English: Convention and Creativity*. London: Longman.

Alturo, Núria, Òscar Bladas, Marta Payà and Lluís Payrató (ed.) (2004). *Corpus oral de registres. Materials de treball*. Barcelona: Publicacions de la Universitat de Barcelona. (COC)

Levinson, Stephen (1983). “Deixis”. *Pragmatics*. Cambridge: Cambridge University Press, p. 54-96.

Nogué, Neus (2008). *La dixi de persona en català*. Barcelona: Publicacions de l’Abadia de Montserrat.

Payrató, Lluís, and Núria Alturo (ed.) (2002). *Corpus oral de conversa col·loquial. Materials de treball*. Barcelona: Publicacions de la Universitat de Barcelona.

Universitat de Lleida: *Corpus oral de Registres*. Edited by Antoni Bernadó and Amadeu Viana. Available at [http://www.filcat.udl.cat/3\\_recerca/unic/cor/index.htm](http://www.filcat.udl.cat/3_recerca/unic/cor/index.htm).

**Taru Nordlund,**

***Investigating editorial processes in the past: the Finnish translation of Lehrbuch der Weltgeschichte (1881-1888) and negotiations between nationalism and professionalism***

[contribution to the panel *Language policy, editorial processes and translation*, organized by Mäntynen Anne]

This contribution discusses "translations in the making" (see e.g. Buzelin 2007) from the viewpoint of historical material. The study will concentrate on the translation of a textbook of general history into Finnish in the latter part of the 19<sup>th</sup> century. Rather than on the end product - the translation itself - the focus will be on the reconstruction of the actual process of translation and the role of different agents (e.g. translator, publisher, linguistic and scientific commentators) involved in it.

In the 19<sup>th</sup> century, non-fiction texts in different fields appeared in Finnish, mostly as translations. This activity was closely related to nation building and the ideology of national languages, which is particularly clearly stated in the field of history. Towards the end of the 19<sup>th</sup> century, growing professionalism started to shape the trade of Finnish language book-publishing that had previously been in the hands of Fennoman actors whose interest had mainly been in nationalistic purposes. The Finnish translation of *Lehrbuch der Weltgeschichte* was published by

a new commercial publisher, Werner Söderström (founded in 1878), and it will therefore make an interesting case study through which the entextualization of both nationalistic and modern professional-commercial ideologies can be approached.

The study will also focus on methodological questions. It will explore the limits of studying editorial processes from the past that will be reconstructed on the basis of both printed and manuscript material. The data consists of original texts and their translations, especially forewords (written by someone else than the translator) and prefaces (written by the translator), correspondence - when available - between the translator and the publishing house, as well as between the translator and both linguistic and scientific commentators, minutes and other documents from the archives of the publishing house and book reviews. In this way, the study will look at how the linguistic choices of the Finnish translation were formed in the negotiations of different agents in the translation process, and how they were received and interpreted by the reading public.

Theoretically, the study will draw on sociolinguistic studies on linguistic ideologies and style. It will explore what types of ideologies are reflected in the data and how the connection between language use and ideology develops. This is approached by making use of views that concentrate on semiotic processes in linguistic differentiation and see the relation between language and ideology as indexical (e.g. Blommaert 2007; Eckert 2008; Irvine 2001).

Blommaert, JAN 2007: Sociolinguistic scales. - *Intercultural Pragmatics* 4-1: 1-19.

Buzelin, Hélène 2007. Translations "in the making". In Michaela Wolf and Alexandra Fukari (eds.), *Constructing a Sociology of Translation*, 135-169. Amsterdam: John Benjamins.

Eckert, Penelope 2008. Variation and the indexical field. - *Journal of Sociolinguistics* 12/4, 453-476.

Irvine, Judith T. 2001: "Style" as distinctiveness: the culture and ideology of linguistic differentiation. In Penelope Eckert & John R. Rickford (eds.), *Style and Sociolinguistic Variation*, 21-43. Cambridge: Cambridge University Press.

## Neal R. Norrick, Yoshiko Matsumoto

### *Conducive listener laughter during storytelling*

[contribution to the panel *Interacting with and responding to narratives*, organized by Norrick Neal R.]

This paper investigates and compares the interactional outcomes of listener laughter during the performance of stories in both Japanese and American English talk on the telephone and in face-to-face interaction. Listener laughter can function as a simple continuer like *uh-huh* or *mhm*, encouraging the teller to proceed with the multi-unit turn in progress, as described by Schegloff (1987), but laughter during storytelling in conversation may also take on the role of an assessment such as *unbelievable* or *that's funny* in the sense of Goodwin (1992).

Laughter signals a non-serious stance, as described by Chafe (2007), and comments evaluatively on the content or performance of a story in progress. Like a verbal assessment from a recipient, listener laughter may be echoed or ratified by the teller. We will focus on cases where the listener initiates laughter during an apparently serious story describing unhappy events for the teller, whereupon the teller joins in the laughter and proceeds with the story performance in a non-serious key. In the Japanese example below, Akiko is describing a scene leading up to the death of her husband; laughter by the listener Yoko in line 3 precedes laughter by Akiko in line 2. (<H, h> indicates laughter; \$WORDS\$ represents words spoken with a laughing voice).

1 A: sooide atasi ga nee nanka o yuu to ne saisyo no uti ne

2 A: netenda kara urusai yo tte [yu < h h >

->3 Y: [

4 A: [urusai koto yuu na toka ne. sore gurai de

5 Y: [

6 A: soo yutte kara atasi ni dakara ariga \$TOO TOKA NAN NIMO YU\$

7 A: [urusai kara damattero [tte yuu

8 Y: [

1 A: and, y'know, when I said something, y'know, early on

2 A: he said - 'I am sleeping, you are noisy' < h h >

-> 3 Y: < H H H H >

4 A: and like 'don't be noisy' or something like that, y'know

5 Y: < H H H h h > uhuh

6 A: all these words, then, \$HE DIDN'T SAY A WORD OF THANK-YOU TO ME\$

7 A: 'don't be noisy and shush up' he said

8 Y: < h h h H h > shush up < h h >

In her discussion of laughter in talk about troubles, Jefferson (1984) observes that the recipients 'decline to laugh' because 'it appears to be a recipient's job to be taking the trouble seriously'. Yet in our conversational data we find that laughter initiated by the recipient of a story about serious events may act as an encouragement to the teller to modulate the performance and to present the story with an explicit orientation toward humor.

We will discuss how listener assessments of non-seriousness, expressed through laughter, are incorporated into an ongoing storytelling performance, and thus more generally, how interaction between the teller and recipient co-determine the direction and evaluation of conversational narrative in American English and Japanese.

**Sigrid Norris,**

***Is mediated discourse analysis a theory of human action?***

[contribution to the panel *Ethnicity, Communication & Discourse: Panel in Memory of the Late Ronald Scollon*, organized by Sobocinski Mikolaj]

In this presentation I discuss Ron Scollon's (1998, 2001) methodology called mediated discourse analysis, explicating the primary features, and arguing that Ron Scollon in fact devised a theory of human action.

Mediated discourse analysis takes the action as its unit of analysis. An action, Scollon aligned with Wertsch (1998) (and essentially Vygotsky), is the social actor acting with and/or through a mediational means. An action, in this view, is not analysable without analysing the constant tension that is created through the social actor's using various and always multiple mediational means as they are performing the action.

Scollon theorised that an action occurs at a site of engagement, which is the window opened up by the social actor(s) and the mediational means as an action is being performed. A site of engagement is not a place, but does include a spatial element; it is not a time, but does include a temporal element as well. A site of engagement emphasises the one-time occurrence of actions and thus moves opposite to any possibility of reification.

However, Scollon very well recognized that not all actions are simply and only one-time actions, but that actions also link to practices. A practice, as Scollon argued, is an action with a history. Handing was one practice that he investigated at great length. Thus, when speaking of a practice, Scollon was speaking of repeated actions. However, even when doing this, he postulated that each practice (or repeated action) is actually performed at a particular time in a particular space (or a site of engagement), thus making a practice also an action. Because of this dual property – a property of history and a property of the immediate, the concepts become interlinked, theoretically linking the micro to the macro.

While devising mediated discourse analysis, Scollon drew up some postulates that I argue, are the backbone of a theory of human action. However, when investigating multimodal communication, we find that mediated discourse theory needs to be developed further if it is to stand up as a theory of human action. One important concept in multimodal discourse analysis is the concept of 'modes'. In Scollon's mediated discourse theory, building on Vygotsky, modes are viewed as cultural tools that social actors utilize in order (or while) taking action. In this view, a mode is an abstract system, very much in the same sense as it is in social semiotics or in systemic functional theory, where the system carries a meaning potential.

While the concept 'mode' can certainly be defined this way, such a definition actually goes against Scollon's theory of human action, which insists on the principle of action, the principle of communication and the principle of history. Taking these three principles, I will argue that a 'mode', if defined as a system of mediated action, on the one hand will strengthen Scollon's theory of human action and on the other hand will allow us to gain new knowledge about multimodal communication.

**Peter O'Connell,**

***Lysias' Use of Houtos: Linguistic and Extralinguistic Aspects of Athenian Forensic Oratory***

[contribution to the panel *Discourse organization in oral traditions and in literatures of the past: the interface between linguistic and para-/extra-linguistic features.*, organized by Bonifazi Anna]

One of the most fruitful areas in Ancient Greek pragmatics has been the study of the role of deictic pronouns in poetic performance. This paper seeks to build on that work and examine their role in oratory, the chief prose performance genre of the Ancient Greek world. Ancient Greek has three deictic pronouns: *hode*, *houtos* and *ekeinos*. Karl Brugmann first categorized them in terms of persons in 1904: *hode* is the pronoun of "Ich-deixis," *houtos* the pronoun of "Du-deixis" and *ekeinos* the pronoun of "Jener-deixis." This means that *hode* refers to things or people close to the speaker (I), including the speaker himself, *houtos* refers to things or people close to the addressee (you), including the addressee himself, and *ekeinos* refers to things or people at a distance from both interlocutors.

The paper focuses on the orator Lysias' use of the pronoun *houtos* to refer to his opponent in legal disputes. It is somewhat surprising that Athenian forensic oratory rarely uses the pronoun *hode*, which is used for "Ich-deixis" and refers to someone physically close to the speaker. In drama, *hode* is used for new characters who appear on the stage. Why does Lysias always use *houtos* to refer to his opponent in the courtroom and never *hode*? I argue that it reflects the spatial orientation of forensic speeches towards their audience. Although the opponent may have been closer to the jurors than to the speaker, the speaker uses *houtos* primarily because he presents his entire case ostensibly from the jurors' perspective.

Not only does Lysias use *houtos* when he refers to his opponent in the courtroom, but he also uses it to refer to his opponent as a character in his narratives of past crimes. Lysias 3, a defense against a charge of intentional wounding with a long narrative account of the alleged crime, is an ideal case study to illustrate this use of *houtos*. *Houtos* creates a linguistic and visual connection between the speaker's opponent in the courtroom and as a character in the narrative account of a tangled love triangle leading to two street brawls. This connection is made particularly clear when the speaker refers to his opponent as *houtosi* while describing something that he allegedly did on an earlier occasion. The *-i* is the verbal equivalent of a pointing gesture. The use of *houtos* helps the jurors to visualize the speaker's narrative in their minds. They see in front of them the person they are hearing about. The visualization is aided when the speaker uses *houtos* with verbs in the present tense and with linguistic references to sight. The jury not only hears about the crime, but they see its perpetrator, *houtos*, and its victim, *ego*, or "I," the speaker, before them in the courtroom.

Dionysius of Halicarnassus praises Lysias for writing with "vividness." This "vividness" is rooted in pragmatic details like his use of *houtos*. Through *houtos*, Lysias manipulates the jurors' sight so that they equate the opponent visible in the courtroom and the criminal they hear about in Lysias' speeches.

**Eva Ogiermann,**

***Apologies as affective speech acts: A sequential analysis of a collaborative apology in a family context***

[contribution to the panel *Style and affect in interaction*, organized by Fasulo Alessandra]

Apologies have received a great deal of attention within various fields of study. In politeness research, they are generally regarded as negative politeness strategies (Brown & Levinson 1987), typically as devices mitigating the illocutionary force of directive speech acts. Research conducted in cross-cultural pragmatics, in contrast, focuses on remedial apologies, which are used to restore social equilibrium (Goffman 1971). On the one hand, remedial apologies can serve as ritual acts (Coulmas 1981) fulfilling social expectations (Norrick 1978), on the other hand, the formulation of apologies is regarded as strategic: Since they are beneficial to the victim and face-threatening for the apologisee (Olshtain 1989), mitigation and indirectness can be used to reduce the threat to the latter's face (Ogiermann 2009). Public apologies (Kampf 2009) as well as apologies produced in the context of criminal justice (Robbenholt 2006) have been studied as effective means of restoring the offender's image (Benoit 1995). Finally, postmodern politeness theorists suggest that apologies should be viewed "as complex negotiations between interactants over status" (Mills 2003: 61).

Although apologies can serve a variety of purposes, their main function consists in maintaining interpersonal relationships. Considering that apologies are reactive speech acts to unpredictable offences, which makes it exceedingly difficult to study them through observation, most previous research on remedial apologies is based on elicited data. The present study, in contrast, analyses an apology sequence derived from video-recordings of Polish family conversations; the only substantial (non-ritual) apology found in over 20 hours of data. The analysed apology illustrates the complex nature of this speech act as it unfolds over numerous conversational turns and is collaboratively constructed by four participants to the interaction.

More specifically, the analysed fragment presents a sequence of speech acts, starting with the mother's complaint which is characterised by various linguistic and prosodic affective features expressing her disappointment, and by the children's initial attempts at avoiding responsibility. These are followed by the son's offer of repair, removal of the complainable and promise of forbearance and the daughter's account and explicit apology, both of which are received favourably by the mother. The fragment ends with the boy issuing a compliment, which is then taken up by the girl as well as the father, and which is yet another way of attending to the mother's hurt feelings.

Complaints, apologies, placations and praises have all been described as affective speech acts (Ochs & Schieffelin 1989) and the analysed fragment presents a sequence containing all these acts while illustrating how responsibility for an offence is raised, established, avoided, shifted and accepted, and how the equilibrium in the interaction and the family is collaboratively restored.

The analysis also illustrates the limitations of politeness frameworks and the advantages of applying the concept of affect to the study of apologies.

**Etsuko Oishi,**

***Evidentials in entextualization***

[contribution to the panel *Evidentiality: Theory and Practice*, organized by Fetzer Anita]

The present paper aims to describe the function of evidentials as a strategy of entextualization, focusing on those used in *expositive* illocutionary acts. Evidentials are compared and contrasted with modals to show that they connect the present discourse with a bounded or unbounded referential domain or discourse as a source of information, by which the speaker's attitude of the epistemic status of the information is implied, as is done by modals. The illocutionary force of expositives performed by a sentence with an evidential and its effect on the hearer and the present discourse are examined.

Evidentials mark the source of information or the knowledge status (Dendale and Tasmowski 2001, Aikhenvald 2004), and this marking is grammaticalized and obligatory in some languages like Tariana, an Arawak language spoken in northwest Amazonia. In such a language, speakers cannot simply say “José played football”, as they have to specify whether they saw the event happen, know about it because somebody else told them, etc (Aikhenvald 2004). In other languages like English and Japanese, marking is optional, and it is done in many ways, including inflectional morphemes and adverbials (Chafe and Nichols 1986). Different definitions are given to evidentiality depending on its relationship with modality: disjunction (where evidentiality and modality are conceptually distinguished from each other), inclusion (where evidentiality is included in modality, or the other way round), and overlap (where evidentiality and modality partly intersect) (Dendale and Tasmowski 2001).

In the present paper, with a narrow, disjunctive definition of evidentials, where they are to “indicate how one has knowledge of what one is saying” (Hardman 1986: 115), the optional marking of evidentiality is described as the element which specifies the illocutionary force of the utterance, which belongs to the category of expositives, and its strength. Expositives, one of the illocutionary classes proposed by Austin (1962), which is ignored by Searle (1979) and other standard speech act theorists, are “used in acts of exposition involving the expounding of views, the conducting arguments, and the clarifying of usages and references” (Austin 1962: 162). The view I advocate is that to indicate how the speaker has knowledge of what she is saying is to perform a certain act of expositing, or to perform the act with a certain degree of strength.

The uniqueness of performing an expositive illocutionary act with evidentials lies in the fact that the expounding of a view is conducted by specifying the bounded/unbounded referential domain or the discourse which is the source of the view or the proof of the view. In other words, the illocutionary act is performed in the process of entextualization, which is seen as a strategy of making explicit the referential domain of an indexical expression, in which an unbounded referential domain/object is assigned the status of a bounded referential domain/object (Fetzer 2009), or as the process by which discourse is extracted from its original context and reified as a bound object (Park and Bucholtz 2009). That is, the referential domain or the original discourse is imported to the present discourse through the expositive illocutionary act, where the speaker’s attitude toward the epistemic status of the view and its credibility are implied by the remoteness of the referential domain or the legitimacy or authority of the original discourse.

**Noriko Okada Onodera,**

***Setting Up a Mental Space -- A Function of Discourse Markers on the Left Periphery (LP)***

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by Beeching Kate]

A defining characteristic of discourse/pragmatic markers is that they “bracket” talk (Goffman 1974), in other words they are found in utterance-initial and final positions, on the left and right periphery (LP and RP). A group of markers tend to appear on the LP, others on the RP, and still others in both locations. The aim of this paper is to explore the role of the LP and ‘cognitive naturalness’ in semantic change with a particular focus on canonically concessive expressions in Japanese .

Recent diachronic-pragmatic studies have found that some discourse markers in Japanese and German undergo strikingly similar structural and semantic changes. *Obwohl* in German (Günthner 2000) and *demo* and *dakedo* in Japanese (Onodera 2004) are such markers. These markers seem to have originated from concessive subordinators that later developed into free utterance-initial dissent markers. They can all “frame” an upcoming disagreement (Günthner 2000) and play a face-saving role. The German *wenn*-clause (*if*-clause in English) can also have the framing function. Although *wenn* appears in both pre- and post-positions in spoken German, the pre-positional use is preferred (Auer 2000: 179) . According to Auer (2000: 184), the LP uses of the four expressions (*obwohl*, *wenn*, *demo*, and *dakedo*) are ascribed to ‘cognitive naturalness’ .

Cognitive naturalness accounts for the way in which markers occurring in the front position “create the ground” or “set up a mental space” for the upcoming focal proposition. The ‘cognitively natural flow’ is also seen in conditional clauses, causal clauses, topic-comment structure (ibid.) or even in adjacency pairs in an ethnomethodological sense. In all these linguistic devices, the earlier part sets up a mental space for understanding the latter part. I suggest that, some, if not all, initial discourse markers likewise provide frames of understanding through which the upcoming information is limited and defined (cf. Schiffrin 1987).

In Japanese, few words have been identified as discourse markers. Among these, *dakara* (Maynard 1989), *datte* (Mori 1996), *demo*, and *dakedo* (Onodera 2004) share a structure prefaced by *d*, a form of the copula . This paper will show how *d*-prefaced discourse markers set up a mental space for understanding the upcoming utterance, through *d*’s function of searching for the exact context of this understanding in prior discourse.

In contrast, in my research thus far, Japanese sentence-final particles and other elements on the RP do not seem to set up mental spaces. This paper will exemplify how the mental space or frame for what follows is furnished by markers on the LP and not by those on the RP . Data from electronic novels will be analyzed to support this argument.

Auer, Peter. 2000. Pre- and post-positioning of *wenn*-clauses in spoken and written German. In: E. Couper-Kuhlen and B. Kortmann (eds.) *Cause-Condition- Concession-Contrast: Cognitive and Discourse Perspectives*. NY: Mouton de Gruyter, 173-204.

Günthner, Susanne. 2000. From concessive connector to discourse marker: the use of *obwohl* in everyday German interaction. In E. Couper-Kuhlen and B. Kortmann (eds.) *Cause-Condition-Concession-Contrast: Cognitive and Discourse Perspectives*. NY: Mouton de Gruyter, 439-468.

**Takako Okamoto,**

***Dilemmas of Mothering in a Farming Community in Japan: A Study to Analyze Interview Narrative of the Japanese Female Farmers who Experienced Childbirth and Childcare***

[contribution to the panel *Language use in Japanese women's narratives on marriage, childbirth and childcare*, organized by Hata Kaori]

There are two purposes on this study: the first purpose is to clarify the perspectives that are held by women in a farming community in Japan which are displayed in their linguistic forms and expressions in the interview narratives; the second purpose is to compare the perspectives that are held by three generations.

I have conducted a series of participant observation in the agricultural community since 2005. The agriculture in Japan has continued to diminish in importance in the national economy ever since the rapid economic growth of the 1960's. The women in the farming community have been placed in a minority position within the prevailing socioeconomic powers structure, and their voices have been rarely investigated in Japanese academia.

This study observes their voices, and illustrates their perspectives toward childcare experiences. Since 2007 interviews have been held with a total of women who have or had been primarily or secondarily engaged in agriculture (e.g. rice, vegetable and fruit farming, livestock), and have or had experienced childbirth and childcare in the community.

The interviews were recorded pictures or sounds with the consents of the subjects. The thirteen subjects were in their various generations. Most of them live with their extended family. I classified the subjects into three groups on the basis of the places or facilities where the children were born (i.e. home, maternity centers and hospitals) which represents three different generations (i.e. Prior to the Second World War, After the Second World War, and Latest Generations). The three generations of women in farmhouses share the similar prospects on the birth and care of their offspring: their children belong, in their consciousness, to their families rather than to their mother and father, immediate parents; the retired elders take roles to care the children because the parents are the primary workforces in the families. The various linguistic expressions such as giving and receiving supportive verbs, and reported speeches in their narratives assume a significant role to reproduce the prospects.

Meanwhile, the analysis of these interviews for the women who experienced childbirth and childcare reveal that their perspectives on childcare shift in term of the transformation of the familial relationships and the economic fabric of the society in Japan. I also argue the displacement focusing on "the scruples toward the children" by the female farmers with the combinational approaches of conversation and discourse analyses. This study eventually discusses how the female farmers have confronted the dilemma of mothering while they both reproduce the local norms on family system in the farming community and are affected by the prescriptive social norms on child-raising in Japan.

**Jair Antonio Oliveira,**

***The Pragmatics of Journalistic Power : The (De)Construction of Resistance (Panel: The Violence of Words)***

[contribution to the panel *The violence of words*, organized by Silva Daniel]

The effects of journalistic contents in the global context of society are yet to be studied, for new technologies, geopolitical and economical interests, modes of production, and different beliefs pervade the medias, influencing and making realities that will somehow affect organizations and individuals. Such effects, that is, interventions, mediations and influences (not always explicit) of journalistic contents reveal a "(De)Construction" of resistance forms. In this sense, this paper aims at investigating the (De)Construction of Resistance from two thematic axes: a) the journalistic context of production where metaphoric and symbolic uses of language foster an idealized social imaginary and/or promote abusive generalizations; b) the context of reception where one can find different practices of media reading – although the academic world does not always consider such practices efficacious, they allow for the transgression of the "vicious cycle" of generalizations and idealizations. The central purpose is to verify how different intentions both mediate the use of language in these domains and constrain the support to public and private policies that do not correspond to the concrete existential context of individuals (deconstruction of resistance). Moreover, the paper pursues an understanding of how the technological and linguistic habits of new generations are used to resignify the articulations and designations in raising, creating and circulating news (construction of resistance). The theoretical background is that of Linguistic Pragmatics

(Mey, 1985, 1993; Rajagopalan, 2001, 2002) and of Critical Discourse Analysis (Fairclough, 1992, 1999; Pennycook, 2001). The investigation's methodology is basically analytical-descriptive.

### **Florence Oloff, Lorenza Mondada**

#### ***"Repeating" gestures while translating: Translation as an embodied practice***

[contribution to the panel *Understanding varieties and functions of other-repetition in interaction*, organized by Oloff Florence]

This paper offers an analysis of gestures done by speakers as they translate what a previous speaker has just said, focusing on gestural repetitions and variations in the second, translating, turn. Within a multimodal conversation analytic approach, we study the sequential and recipient-designed character of those "reproduced" gestures in naturally occurring translated interactions.

Other-repetitions of coparticipants' bodily movements have often been studied within experimental settings, where participants' description or narration of video stimuli are looked at with respect to quantified phenomena of gestural "mimicry" and "imitation" (f. ex. Parrill & Kimbara 2006, Mol, Kraemer & Swerts 2009). Research on repeated gestures in interpreting settings focuses mainly on internal, individual cognitive processes or on their "cultural" features (f. ex. Raffler-Engel 1986, Galvã o & Rodrigues 2009). The idea of "gestural transfer" (Raffler-Engel 1986) corresponds to a semantic perspective on translation, dealing with the way in which the "same thing" is being formulated in another language, as well as with the unavoidable differences introduced by translation – along the motto " *traduttore, traditore* ". In this perspective, translation is an attempt to reproduce the original message in another language.

Instead, our paper insists on the collaborative and sequential aspects of "reproduced gestures" or "gesture reuse" (Koschmann & LeBaron 2002). We deal with translation as an interactional event, characterized by a complex and dynamic participation framework, and formatted as a recipient-designed practice (Schegloff, Sacks & Jefferson 1974), orienting to the audience in a situated way. Moreover, translation is seen here as an embodied practice, which is not only achieved through linguistic resources, but also through multimodal resources in face-to-face interaction (Goodwin 1981, 1986, Mondada 2007).

Within a conversation analytic framework, translation is seen as produced in turns retrospectively oriented to previous ones, making accountable what happens in second position as an equivalent of what has been said in the first. Linguistic choices as well as gesture achieve the accountability of translation as a way of redoing what the previous turn has already done – taking into account the fact that the previous can be partially accessible to the audience, either linguistically (especially when translation concerns familiar languages) or visually (when gestures done by the speaker are visible and interpretable by the audience). Based on video recordings of various talks in an academic/educational setting, in which a non-professional participant translates into English the talk of a presenter produced in French, our paper explores various kinds of gesture in second position – repeated, synthesized, elaborated with respect to the first one – in face-to-face translation. In this context, a gesture in translation is configured both as a *repetition* of a previous gesture and as its *variation*, taking into account its sequential position as second/next, as well as the audience to whom it is addressed.

### **Inés Olza,**

#### ***Metapragmatic negation and explicit echo, with reference to English and Spanish***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

This paper analyzes the discursive interaction that takes place between two mechanisms that exemplify the reflexive dimension of language: *metapragmatic negation* (Horn 1985) and *echoic use* of linguistic sequences (Carston 1996). This interplay takes shape in instances such as the following:

- (1a) (American) English: A: You should apologize for your behavior.  
B: Like hell I will apologize!

- (1b) Spanish: A: Deberías disculparte por tu comportamiento.  
B: ¡Una mierda voy (vo) a disculparme!

In these examples, interventions of speaker B serve—in broad terms—to *reject* what speaker A conveys by means of the *explicit repetition* of the nuclear sequence of A's intervention.

The *explicitness* of the *echoic dimension* of metapragmatic negation can be analyzed from a gradual perspective (Carston 1996), but in this paper it is examined in rather polarized examples such as the following:

- (2a) English: A: John told me that Suzanne is 40 years old.  
B: No way (she is) 40. She must be at least 50!  
B': No way! She must be at least 50!

- (2b) Spanish: A: Juan me ha dicho que Susana tiene 40 años.  
B: ¡Narices, 40! ¡Debe de tener al menos 50!  
B': ¡(Las) narices! ¡Debe de tener al menos 50!

The contrast between answers of B and B' in (2a) and (2b) is based on the explicit (B) or implicit (B') allusion to the rejected sequence, which is integrated only within interventions of speaker B. Our study focuses on the *anti-sympathetic functions* that are carried out in these cases by the *explicit echo* (Camacho 2009) and on how this explicit echo is *formally articulated* in the interventions or speech acts that perform metapragmatic negation.

The analysis of the discursive links between metapragmatic negation and explicit echo is based on English and Spanish contrastive data and centers on four main objectives:

- 1) our attention focuses firstly on the *idiomatic particles* by which metapragmatic negation is often activated in both languages (Drozd 2001; Olza 2011): we refer, for example, to the use of *like hell*, *una mierda*, *no way* and *(las) narices* in instances 1a, 1b, 2a and 2b;
- 2) we also analyze the *formal patterns* of combination of the above-mentioned particles with the explicit echo;
- 3) though metapragmatic negation generally constitutes a type of reactive intervention in *dialogic* contexts, it is also used in *monologic* contexts as a mechanism for expressive self-correction. These discursive functions are also described for English and Spanish;
- 4) and, finally, we give a contrastive account of the *degree of intensified negation* that is conveyed by the described devices in both languages.

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Carston, R. (1996), "Metalinguistic negation and echoic use", *Journal of Pragmatics*, 25, 309-330.

Drozd, K. (2001), "Metalinguistic sentence negation in child English", J. Hoeksema *et al.* (eds.), *Perspectives on negation and polarity items*, Amsterdam/ Philadelphia, John Benjamins, 49-78.

Horn, L. R. (1985), "Metalinguistic negation and pragmatic ambiguity", *Language*, 61/1, 121-174.

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### Tsuyoshi Ono, Ryoko Suzuki

#### ***Zero anaphora?: Indeterminacy of reference and of transitivity in Japanese conversation***

[contribution to the panel *Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective*, organized by Englebretson Robert]

The notion of 'zero anaphora' has played a prominent role in various approaches to grammar for a number of years. Japanese is known as a language where clausal arguments (e.g., subjects) are not indexed on the predicate but freely 'ellipted'. In examples like (1), sometimes found in Japanese conversation, an argument 'required' by the predicate is 'deleted' but still referred to.

- (1) ippai tabeta no?  
a.lot ate Final.Particle  
'Did (you) eat a lot?'

One implication of this analysis is that, like overt reference, 'zero' is 'processed' by speakers to keep track of the referent. Though such an analysis has typically been made based on consideration of constructed examples (Kuroda 1965) or narratives (Clancy 1980; Hinds 1982), more recent studies examined naturally occurring conversation, the genre where zero anaphora is said to most often occur (Matsumoto 2001). Our paper identifies two specific factors in conversation data taken from the Pac Rim/Japan Corpus and proposes that 'zero' may not always be processed by Japanese speakers in the way implied by the traditional analysis.

First, we have found that the exact reference of the arguments is very often not the concern of the speakers ((2)).

- (2) (Talking about whether it matters how soon to make another recording)  
ano hayaku i- ano are shi-na-kya ikenai n desu ka?  
uh quickly False.Startuh that do-not-if bad Nominalizer Copula Question  
'Is (it) bad if (you, I, we, or one) don't do that quickly?/Is not doing that quickly bad?'

As the translations show, the agent of the verbal predicate *shi* 'do' is indeterminate, but the speakers in this conversation do not have trouble with the indeterminacy. In fact, the second translation, where no agent argument is evoked, seems to equally capture the meaning of the utterance.

Second, as discussed in Hopper/Thompson 2001, transitivity in conversation is fluid. Thus the number of 'required' arguments for any given predicate is often indeterminate. In (3) it is indeterminate what the 'required' arguments of the adjectival predicate *ya* 'dislike/displeasing' are (thus what is 'deleted').

- (3) ya na no  
dislike/displeasing Copula Final.Particle  
'(I) don't like (it)/(It) is displeasing./Yuck!'

Though one may suggest this predicate is associated with two distinct argument structures ('A dislikes O' or 'S is displeasing', captured by our first two translations), the fact remains that no argument is overtly expressed, so the utterance itself gives no clue as to which, if either, argument structure is involved here. In fact, the third translation, an interjection where no argument is involved, may best capture the meaning of the utterance.

Thus, to the extent that examples like (2)/(3), rather than (1), are the norm in Japanese conversation, our analysis demonstrates the problematic status of the traditional notion of 'zero anaphora' and casts doubt on the analysis

that ‘zero’ is processed by the speakers to keep track of the referents. This further suggests that the processes involved in handling referents in Japanese may be quite different from those in languages like English.

**Jan-Ola Östman, Sebastian Godenhjelm**

***Levels of responsibility in the management of multilingual university strategies***

[contribution to the panel *Responsibility and ethics*, organized by Östman Jan-Ola]

The study deals with the analysis and implementation of public language strategies in multilingual universities in the north of Europe (i.e., in Norden). As part of the DYLAN-project on multilingual diversity, the Helsinki group has collected official language policy documents from eight universities with a pronounced multilingual agenda; we have interviewed, and organized focus groups for, university people on all levels – from students to chancellors – about how their strategies and policies are (felt to be) implemented. The analyses of these data use both linguistic (mostly discourse analytic, general-pragmatic, and construction grammatical) methods and methods from the social sciences (policy analysis, general policy process models, system theoretical models, etc.).

A three-way distinction of different levels (or voices) of how to communicate responsibility and accountability have been discerned: (1) the overt voice of the public documents, (2) the social-scientifically covert, but linguistically explicit voice of different groups of administrators who endorse, defend and explain the strategy documents and their implementation, and (3) the implicit voice that can be found between the lines of what the proponents in (2) actually say – irrespective of whether they approve of the language strategies and their implementation or not. In addition, the interviewer’s voice (as an inadvertent intervention) builds up expectations that the informants navigate between and around.

As an illustration of how these voices interact in order to play out issues of responsibility, the study analyzes the details of how specific actors move between these voices, taking responsibility at the same time as they avoid it, and at times implicitly downplaying the effect of decisions that have been made in the community with respect to multilingualism.

**Karin Osvaldsson, Jakob Cromdal, & Daniel Persson-Thunqvist**

***Pranks or accidents? Problematic calls to the emergency services.***

[contribution to the panel *Lies and Liars: A Conversation Analytic Approach*, organized by Bilmes Jack]

Our corpus of calls to the Swedish emergency services entails a collection of calls which raise concerns regarding the authenticity of the reported incident. A majority of these calls appear to be phoned in by young callers. Typically, such calls are dealt with as potential pranks and this presentation will highlight details of the operators’ work, designed to establish the authenticity of the information. The analysis demonstrates both the sequential unfolding of these interactions alongside the different categories made relevant by the parties. These categories may be related to issues of age, authenticity and reasons for taking action on the presumed emergency. In effect, the study points to the artfulness in the framing ambiguity of the calls as well as the operators’ attempts to make sense of the callers’ claims.

**Alice Owendale,**

***Some functions of gesture in teachers’ discourse in teaching mathematics***

[contribution to the panel *Multimodality, discourse and speech acts: new insights in pragmatics*, organized by Colletta Jean-Marc]

This study looks at the learning of mathematical concepts in a cross cultural multilingual school in South Africa, focusing on the differences in gestural behaviour between two English and two Setswana speaking grade one teachers. To compare their gestural behaviour under similar conditions, I filmed two English speaking and two Setswana speaking grade one teachers teaching the numeracy concepts of doubling and halving. These lessons were annotated using an adapted form of the multi-track annotation scheme developed by Colletta et al. (2009) based on Kendon’s (2004) classification of gestures: deictic, representational, performative, framing, discursive, interactive and word searching gestures. Gestures were also classified according to their relationship to speech looking at whether gestures compliment, integrate, supplement, contradict or substitute speech. The teachers used mainly representational, deictic and interactive gestures. Representational gestures involved representing objects, numbers and the mathematical concepts of halving and doubling using the fingers of both hands to demonstrate these concepts. Teachers also gesturally represented the content of the children’s speech back to them as they answered questions by gesturing the numbers the child said. An open palm point or an index finger point was used when inviting/requesting a response from a child. Deictic gestural forms varied according to the focus of the gestural point. When pointing to an object the teachers often used an open palm point on the object, whereas when pointing to a specific child an index finger was used and in one case, a thumb point. Most of the representational and deictic gestures were either integrating in that they made the teacher’s speech more precise or they were reinforcing in that the gestural information was identical to the information conveyed in speech.

Teachers varied in the way they represented numbers. The experienced teachers made less use of pictorial representations and more use of representational gestures of numbers, while the less experienced teachers tended to depend more on pictorial representations to explain number concepts. The gesturing styles of the teachers do not appear to vary much between English and Setswana speakers. Context and communicative purpose could explain the similarity in gesturing styles, while experience may play a role in the way in which teachers use gestures to convey numerical concepts. There has been research demonstrating that teachers' gestures do aid learning in both mathematics and language classrooms, but there is little work focusing on this in a South African context. Also, teachers' gestures (teaching gestures- Tellier, 2008) have various functions and roles in the classroom and thus are an important part of the communicative and learning process.

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Kendon, A. (2004). *Gesture: Visible action as utterance*. Cambridge, Cambridge University Press.

Tellier, M. (2008). The effect of gestures on second language memorisation by young children. *Gesture* 8(2), 219-235.

**Manuel Padilla Cruz,**

***Teaching L2 students to be cautious and optimistic hearers***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

If one of the aims of Second Language Teaching (SLT) is to improve students' communicative competence in the L2, those misunderstandings arising when L2 students select linguistic strategies that do not convey the intended illocutionary force, transfer strategies from their L1 which do not have the same meaning in the L2, or behave in a way inadequate to the social context where interaction takes place –often referred to as *pragmatic failures* (Thomas 1983)– may unveil that students' actual communicative competence in the L2 (significantly) differs from that of native speakers. For that reason, researchers and practitioners in SLT and interlanguage pragmatics have often emphasised the need to introduce pragmatic issues in the L2 class as a way to develop L2 students' metapragmatic awareness about the consequences that their (inappropriate) linguistic behaviour in the L2 may have. However, by doing so they have paid more attention to students' role as speakers and neglected their role as hearers.

It is undeniable that many pragmatic failures arise when students do not use the L2 correctly, which justifies that the teaching of pragmatic issues in the L2 class centres on their role as speakers. But it is equally true that many pragmatic failures also arise because students have comprehension problems, which also shows that their level of communicative competence in the L2 may not be as desired. On some occasions, students may be so engrossed in the processing of what they are listening to, that they cannot process subsequent discourse correctly. On other occasions, they do understand the words of an utterance and can parse it correctly, but they cannot grasp some of its nuances or implicit meanings or produce an appropriate response (Brown 1995).

Certainly, L2 students may have comprehension problems at both the explicit and the implicit level of communication (Yus Ramos 1999a, 1999b) and reach unintended interpretations. This may happen because the degree of sophistication of their metarepresentational abilities and understanding strategies may not be high enough (Garcés Conejos and Bou Franch 2002). In fact, many pragmatic failures arise because L2 students behave as *naïve and optimistic hearers* (Sperber 1995) who, when reaching one interpretation and finding it *optimally relevant* (Sperber and Wilson 1986, 1996), believe it to be the intended interpretation. This presentation will therefore argue that many pragmatic failures stemming from comprehension problems may be avoided or overcome if students are taught another comprehension strategy that involves a greater degree of sophistication than *naïve optimism* and are accordingly trained to behave as *cautious and optimistic hearers* who can look for alternative interpretations.

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Garcés Conejos, Pilar and Patricia Bou Franch (2002). A pragmatic account of listenership: implications for foreign/second language teaching. *Revista Alicantina de Estudios Ingleses* 15: 81-102.

Sperber, Dan (1995). How do we communicate? In *How Things Are: A Science Toolkit for the Mind*, John Brockman and Katinka Matson (eds.), 191-199. New York: Morrow.

Sperber, Dan and Deirdre Wilson (1986). *Relevance. Communication and cognition*. Oxford: Blackwell Publishers.

Sperber, Dan and Deirdre Wilson (1995). *Relevance. Communication and cognition*. 2<sup>nd</sup> edn. Oxford: Blackwell Publishers.

Thomas, Jenny (1983). Cross-cultural pragmatic failure. *Applied Linguistics* 4: 91-112.

Yus Ramos, Francisco (1999a). Towards a pragmatic taxonomy of misunderstandings. *Revista Canaria de Estudios Ingleses* 38: 217-239.

Yus Ramos, Francisco (1999b). Misunderstandings and explicit/implicit communication. *Pragmatics* 9: 487-517.

**Ruth Page,**

***Narrative Interaction in Discussion Forums and Twitter***

[contribution to the panel *Interacting with and responding to narratives*, organized by Norrick Neal R.]

Since the mid-1990s, the evolution of social media has enabled people with relatively little technical expertise to self-publish accounts of their life experiences on the Internet. Critically, the kinds of environments which nurture this self-publication (blogs, forums, social network sites) also enable human-human interaction, for example through follow up posts, appended comments and so on. The narrative quality of these computer-mediated interactions has begun to attract attention (Georgakopoulou 2007, McLellan 1997), but more work is needed to explore the co-constructive nature of stories generated between tellers and their audiences in social media. This paper investigates the narrative potential of responses offered to personal stories told in two contrasting online environments: a body building discussion forum and the micro-blogging site, Twitter. The paper addresses the following research questions:

- How are stories co-constructed across turn-taking structures in discussion forums and tweet streams?
- What are the structural features of these co-constructed stories, and how does this relate to the prototypical models of narrative developed in earlier, canonical narrative research (such as the Labovian paradigm)?
- What interpersonal work is accomplished between speaker and listener in the process of narrative construction?

*Data Sample :*

The study is based on the analysis of two datasets: 500 posts taken from the largest international body building discussion forum, bodybuilding.com and 13 000 posts taken from thirty publically available celebrity profiles on the micro-blogging site Twitter. The sites from which the data are taken contrast with each other: (1) as examples of earlier and more recently developed web genres, (2) in membership and (3) dialogic infrastructure. Nonetheless, both sites allow individuals to post publically viewable content and for their audience to then post a subsequent comment. In discussion forums this emerges as threads, while in Twitter stories can be adapted by their audience as they are retweeted (that is, forwarded to a list of followers).

*Methodology:*

The analysis of the stories builds on recent work which has challenged the dominance of canonical paradigms in discourse-analytic narrative research. In particular, I extend Martin and Plum's (1997) typology of story-genres, with a particular focus on the socio-pragmatic concept of Evaluation. Moving beyond the grammatical categories of Evaluation proposed in Labov's seminal work (1972, 1997), I examine the role of Evaluation in extending the narrative content in co-constructed stories and indicating Affective stance and Appraisal (Martin and White 2000).

*Initial Results:*

Initial findings suggest that the narrative potential of follow-up posts is manifest in two ways: (1) by adding a parallel story (which occurred only in discussion forum posts) (2) by adding an evaluative comment (found both in discussion posts and Retweets). The evaluative comments are structurally different for the two datasets, but fulfil a similar interpersonal function by expressing positive Affect and supporting the face needs of the speaker and listener.

**Valentina Pagliai,**

***Righteous Citizens and State Betrayal in Narratives about Immigration in Italy***

[contribution to the panel *Making Citizens: Discursive Practices at the Boundary of Nationhood*, organized by Pagliai Valentina]

This paper focuses on the view of citizenship as entailing differential rights and moral superiority, as it emerges in everyday conversations and in interviews with ordinary speakers from Tuscany, Italy. Such views of citizenship, I will show, are connected to racializing discourses about immigrants, where Italians are imagined as more "similar to each other," and such similarity is discursively constructed as fundamentally inborn and racial.

The data presented come from almost two years of research fieldwork on racial formation processes in discourse and migration, carried out in Tuscany between 2005 and 2009. The corpus of data includes videorecording of everyday conversations in various contexts, interviews with local persons, interviews with local politicians and people working in NGOs and associations, and mass media watch.

The analysis found that discourses about citizenship and citizens' rights articulate with the accusation – leveled against the nation-state – of having betrayed the native population to favor immigrants. People complain that the government is protecting immigrants' rights, rather than the rights of the citizens, in matters such as welfare, health care, social security, employment, housing and even protection from criminality. Such complaints resonate with the rhetoric of the conservative and separatist parties calling for a "straightening up" of this alleged situation, through the denial of entry permits, refugee status, residence and even basic human rights to foreigners

on Italian soil. Local people's feelings of worry and precariousness in front of a growing economic crisis, job instability, and social changes that are eroding the safety net of traditional family units, contributes to a growing sense of fear and threat, of which immigrants are seen as the cause. A consequence is that the sense of belonging to an Italian "nation," until recently a relatively tenuous identity, is now becoming stronger. Thus a renewal or creation of a sense of common identity is deeply enmeshed with the arrival of immigrants.

This in turn necessitates a revision of history and in particular, as I will show, of the history of past Italian migrations, either internal or external, toward other countries. To situate the Italian-native citizens on a higher moral ground, for example, their actions as migrants to other countries become subject of argument in everyday discourse: clear distinctions are drawn between the past migrant Self and the present migrant Other. Further distinctions are articulated between the internal migrants that, a few decades ago, reached Tuscany coming from Southern Italy, and the present "extracommunitarian" immigrants. The first, until not long ago imagined as racial Other, now are re-imagined as part of the Self. Distinctions are made between "bridgeable difference" (the Southern immigrant in Tuscany) versus the unbridgeable "difference" that defines the racial Other. This emergent racialization is at the basis of both citizenship and Italian identity.

**Yuling Pan, Suzanne Scollon**

***Unfolding the tension of language and identity in social action***

[contribution to the panel *Ethnicity, Communication & Discourse: Panel in Memory of the Late Ronald Scollon*, organized by Sobocinski Mikolaj]

Language and identity is a thorny issue for a social action large in scale like a nation-wide census taking operation. In such an operation, identity is generally and loosely tied with the language one claims to speak. However, there is a tension between this tie and emergent identities at the moment of a social action. The tension between multiple identities manifested in language on the surface, but deeply-rooted in history and discourse practice can only be dissected through a careful analysis of multifaceted elements in an action. In this paper, we show that to unfold the tension between multiple identities, we need to adopt a theoretical framework that takes into account discursive practices of social actors in interaction, historical experience of participants, and institutional constraints placed upon social actors.

This paper is based on an ethnographic study conducted by the U.S. Census Bureau to observe face-to-face census interviews in eight languages (English, Spanish, Chinese, Korean, Russian, Vietnamese, Arabic, and Portuguese). In addition to observations, the research teams conducted debriefing interviews with census enumerators who conducted the census interviews and respondents in these interviews to triangulate findings from observations. In this study, we used the theoretical framework of mediated discourse and nexus analysis contrived by R Scollon (2001) and Scollon and Scollon (2002) to understand the moment of US census enumeration that involved speakers of languages other than English, with the goal to uncover sociopolitical discourses embodied in census questions, census enumerators, as well as immigrants who speak languages other than English.

Through observations and debriefings, we found that at the moment of conducting census enumeration, discourses in place (DIP) interact with the interaction order (IO) and historical body (HB) of participants. Speakers of the aforementioned languages presented themselves in multiple ways, or multiple identifies in a census moment. Even within the same language group, varieties of a language signify certain identities that can impede the census process. For example, Mainland Chinese and Taiwan Chinese signal political rivalries due to histories of the two regions. Within the same ethnic group, there could be other factors that divide the group. For example, Jewish Russians and non-Jewish Russians have different immigration histories, which affect their perception of and responses to the census questions. Therefore, we argue that the intertwine between language and identity should be examined through the lens of mediated discourse analysis proposed by Ron Scollon. We also further analyze how these issues affect the census enumeration process.

Findings from this study not only contribute to the scientific inquiry of language and identity in interaction, but also have practical implications for language programs and language policies implemented by government agencies.

**Eirini Panagiotidou,**

***Intertextuality and the interface between Pragmatics and Literature***

[contribution to the panel *The interface between pragmatics and literary stylistics*, organized by Chapman Siobhan]

In this paper, I will discuss the pragmatics of intertextuality, where pragmatics is seen as the broader cognitive and contextual reality that prompts the readers into forming intertextual links between texts. Instead of regarding it a property of the text itself, intertextuality is seen as the result of a co-operative process between the reader and the literary work. Following Emmott (1997), I argue that the background knowledge is activated by text-specific information and this results in the construction of intertextual frames, an online processing domain which contain elements from both the text and the readers' intertextual knowledge.

My focus will be on thematic intertextual frames, which are defined as the frames created primarily by the identification of single lexical items. For example, when reading Adrienne Rich's 'Aunt Jennifer's Tigers', readers may construct an intertextual link with Blake's famous poem 'The Tyger'. My claim is that this connection is mainly based on the presence of the lexical item 'tiger' in both works. In order to explain this establishment of the connection, I employ Evans' LCCM theory (Lexical Concepts and Cognitive Models) (e.g. 2006, 2009), which argues that lexical items afford access to particular cognitive models, i.e. stored background knowledge, depending on the context. In the case of thematic intertextual frames, a lexical item may afford access to the cognitive model which contains information concerning previous encounters of the lexical item in other literary context. Moreover, I will discuss the selection process amongst the various cognitive models as well as the relationship between the activated knowledge and the lexical item based on the notions of cognitive synonymy and plesionymy.

Establishing the intertextual connection does not necessarily ensure a lasting effect on the reading experience; this effect is only likely to occur if the readers are able to trace further similarities between the literary texts. This process is termed intertextual chaining and highlights the pragmatic aspect of intertextuality. The above points will be illustrated with examples from a range of literary texts.

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Evans, V. (2006) 'Lexical concepts, cognitive models and meaning-construction', *Cognitive Linguistics*, 17(4), 491-534.

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### **Natthaporn Panpothong, Siriporn Phakdeephassok**

#### ***Conflict talk as a detrimental situation in Thai culture and mai-pen-rai 'not matter' as a conflict avoidance strategy***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

From a Western perspective, conflict talk is sometimes viewed positively as a result of intricate cooperative behavior and coordination between participants. As Tennen and Kakava (1992) point out, it might be a means of creating involvement in some cultures. On the contrary, in Thai, the terms /khwa:m khatyæ:ŋ/ 'conflict' and /ka:n to:yæ:ŋ/ 'conflict talk' have only negative connotations. As stated by several scholars working on Thai culture (i.e., lawsriwong 1995, Samakkan 1980), conflict talk is considered detrimental from the Thai perspective. There are many old sayings in Thai implying that conflict talk causes humiliation to both parties, and thus, those with maturity, especially /phuyai/ 'a senior', should try to avoid it. For instance, /ya: tɔ: khwa:m ya:w sa:w khwa:m yɪ:t/ 'Don't prolong a dispute,' /na:m chiaw ya: khwa:ŋ rɪa/ 'Don't paddle against a strong current,' and, /phæ: pen phra? chana? pen ma:n/ 'The one who can accept a defeat is more honorable, the one who can't is the villain.'

The finding in the present study reveals that Thai speakers prefer to adopt the expression *mai-pen-rai* 'not matter' as a strategy to terminate conflict talk. The expression enables Thai speakers to achieve two communicative goals. That is, they can terminate conflict talk while maintaining their grounds. As noted by Pothisita (1992), the meaning of *mai-pen-rai* is closely related to the Buddhist concept of *Tri Laksana* 'the three characteristics of existence'. Thus, by using *mai-pen-rai* the speaker also reminds the other party that in this material world, nothing is truly substantial. That Thai speakers tend to avoid argumentative talk by adopting *mai-pen-rai* may be considered strange and illogical by some foreigners. Nevertheless, there are some cultural logics underlying this seemingly "irrational" linguistic behavior. It is argued in this study that, from the indigenous perspective, Buddhism, especially the concept of *Tri Laksana* (the three characteristics of existence) and the Thai cultural value of *jai-yen* (cool heart) are significant cultural logics underlying this linguistic practice. These cultural aspects emphasize the concept of selflessness as well as an emotionally moderate, non-confrontational approach to life.

### **Antonio Pareja-Lora,**

#### ***Towards an integrative and interoperable view of pragmatic annotation: The pragmatic level of the OntoLingAnnot annotation model***

[contribution to the panel *Pragmatic Annotation of Corpora*, organized by Pareja-Lora Antonio]

After some years of hard work and discussions within the International Organization for Standardization (ISO), (1) a wide consensus has been reached on the general criteria that linguistic annotations should fulfill to be considered standardized (ISO/LAF, 2009), and (2) the standards for morphosyntactic (ISO/MAF, 2008) and syntactic annotation (ISO/SynAF, 2010) are very close to being completed and released. In addition, the ISO process of standardisation of several other types of linguistic annotations has already started or will be started

shortly. This is the case of the semantic annotation of time and events (ISO/SemAF-Time, 2009), static locations (ISO/SemAF-Space, 2010), dialogue acts (ISO/SemAF-Dacts, 2010) and discourse structure (ISO/SemAF-DS, 2010).

Some of these ISO semantic annotation standards and standard proposals deal with discourse and pragmatic categories to some extent. For example, the ISO/SemAF-Dacts standard proposal will show how to annotate in a standard way (a) turn management-related categories and phenomena (Yule, 1996) and (b) speech acts (Levinson, 1983); and the ISO/SemAF-DS standard will show how to annotate mainly discourse coherence relations.

Besides, there is a long trend towards the study and annotation of discourse elements (Mitkov, 2002; Poessio, 2008; Stede, 2008; Parodi and Venegas, 2004; Nieto y Otero, 2007; Shiro, 2007; Bolívar, 2010; Gyamfi *et al.*, 2009; Somasundaran, Wiebe and Ruppenhofer, 2008) and, more recently, also some attempts have been made to annotate corpora pragmatically (Briz & Val.Es.Co., 2003).

However, none of these approaches (separately) has tried to tackle discourse and/or pragmatic annotation from a standardized, holistic, integrative and interoperable point of view. That is, most of them are fragmentary and/or partial to some extent and, besides, all of them fail to annotate some important pragmatic devices and/or phenomena. Moreover, as with the ISO standards, the interfaces and the frontiers between the pragmatic level and the semantic and/or the discursive levels are not clear at all.

Therefore, the purpose of this presentation is threefold. Firstly, the major gaps and interoperability problems that arise from the fragmentary and partial approaches to discourse and pragmatics mentioned above will be discussed. Secondly, the pragmatic level of the OntoLingAnnot annotation framework (Pareja-Lora and Aguado de Cea, 2010) will be introduced (*i.e.*, its main categories and its interfaces with the semantic and the discourse annotation levels). Thirdly, I will show how the pragmatic level annotations have been integrated in OntoLingAnnot with other standardized linguistic annotation levels, namely the morphologic, the syntactic, the semantic and the discursive. This has been achieved by formalizing the related linguistic categories in ontologies (Gruber, 1995) and the encoding of annotations by means of RDF triples that are made up of the terms included in these ontologies.

**Jae-Eun Park,**

***On prolonging in Korean conversation***

[contribution to the panel *Emerging units in embodied interaction*, organized by Keevallik Leelo]

In this paper, I explore the permeability of turn units in Korean conversation by focusing on how they are rendered ‘permeable’ (Lerner, 1996), specifically in a way that creates an opportunity for the start-up of a next turn at a non-transition-relevance place. In particular, I examine how the progression of a turn gets retarded with a sound stretch in various detailed prosodic shapes, which creates an opening for a next speaker’s entry into the turn in response. I argue how this turn constructional practice, which is tentatively called prolonging, is used as an interactional resource for conveying the speaker’s epistemic, emotional, or affective stance toward the matter being talked about, as well as how it is also deployed in various dispreferred action turns. Prolonging occurs at a wide range of syntactic points over the course of a developing turn, given that the action being constructed is more or less recognizable. This high permeability of turns (and turn units) is attributed to loose syntactic organization and agglutination coupled with systematic prosodic practices available in Korean.

**Giovanni Parodi,**

***“Multisemiosis and corpus linguistics: Identification and characterization of multisemiotic artifacts in the Academic PUCV-2010 Corpus”***

[contribution to the panel *Pragmatic Annotation of Corpora*, organized by Pareja-Lora Antonio]

As well known, most research studies in text analysis mainly pay attention to linguistic resources, creating a supremacy of lexicogrammatical analysis over any other semiotic system that constructs meanings in the text; this is also true to most available automatic analytical computational tools for language research. Therefore, the hegemony of mainly linguistic-oriented studies may result in a rather restricted way to look at written specialized texts. This means that multisemiotic artefacts and intersemiotic relations have not been very often the focus of research. Therefore, illustrations, formulae, diagrams, and graphs, just to mention some artifacts, as well as their layouts, have not been given much attention in corpus linguistic studies only until very recently. As part of this panel, my contribution will be focused on the issue of multisemiosis in academic discourse as it emerges in the Academic PUCV-2010 Corpus. The objective of my presentation is to identify and describe the multisemiotic artifacts which are present in the texts of the corpus across six disciplines (Physics, Chemistry, Biotechnology, History, Literature, and Linguistics). The corpus was collected in twelve PHD programmes in six Chilean universities and comprises all the documents students are given to read during their formal curricula, with the exception of those included in the final doctoral research (3,163 written texts). As part of the results of the

analysis of 33% of the total texts, nine artifacts were identified and defined, based on the distinction of four multisemiotic interacting systems: verbal, graphical, mathematical, and typographic. Important differences are detected between the composition of texts in Basic Sciences (BS) and in Social Sciences and Humanities (SS&H), due to the prototypical type of artifacts identified and also considering the quantification of their mean occurrence per page across disciplinary texts.

**Katharine Parton,**

***Authority, knowledge and epistemicity in orchestral interaction***

[contribution to the panel *Interaction and discourse in music settings*, organized by Veronesi Daniela]

The practice of orchestral rehearsal, within a Western art music tradition, is a specialised, interactional activity. The orchestra is the site of a highly complex, musically dependant, hierarchy (Del Mar 1981) across which conductors and orchestral musicians use a wide variety of communicative means to interact ( Boyes Bräm & Bräm 2004, Haviland 2007, Poggi 2002 ) during rehearsal. The key aim of the rehearsal process is to prepare an 'interpretation' of a particular music work in order for, importantly, performance of that interpretation to later occur. The 'interpretation' consists of the musical decisions made about the music work by the conductor and members of the orchestra.

This study uses both a CA framework for analysis in combination with a distributed cognition approach, and is also informed by Ethnomethodological observation of an orchestra over a period of 4 months. The data examined is from a corpus of 22 hours of footage, from 4 digital cameras, of the 82 members of a professional orchestra in rehearsal with a professional conductor collected as part of an ongoing project examining at musician interaction. The footage covers an entire rehearsal cycle of a specific symphonic work.

In this study, Western orchestral rehearsal is understood as a site of complex and collaborative negotiations and co-constructions of musical performance. The preparation of a particular interpretation can therefore be seen as a process of coming to a shared understanding of this interpretation across the orchestra. It examines the role of authority within these negotiations and, specifically, epistemic stances (Kärkkäinen 2003, Ochs 1996) within problem-resolution during orchestral interaction. It argues that conductors and members of the orchestra (in particular, leaders and other players higher in the orchestral hierarchy) use epistemic stances to claim authority to solve problems or negotiate potential resolutions to both musical and organizational issues. This study shows that claiming such 'authority' can be dependant on the music, in the sense of both the *printed piece* as a cultural artefact and the *performance* of the music . In addition, it argues that 'authority' can be dependent on the role(s) held within orchestral hierarchy and the sources, including aural, visual, cognitive and cultural sources, that such roles potentially allow access to as well as each individual or group's specialized knowledge or expertise.

This paper will show that such epistemic stances can be achieved through talk, gesture, artefact interaction (such as bow, slide or pencil use (Hutchins 1996)), and musical actions (i.e. vocalisations, performance of music using instruments). Further it argues that epistemic stances become particularly important, and are more explicitly marked, when how the 'knowing is done' is questioned by interactant(s); when 'blame' or 'responsibility' for a mis-doing or mis-direction is made *relevant* (following Schegloff 1992) to the interaction.

Boyes Bräm P. & Bräm T. (2004) 'Expressive gestures used by classical orchestra conductors'. In Müller C. & Posner R. (eds.), *The semantics and pragmatics of everyday gestures* (pp. 127-143), Berlin: Weidler.

Del Mar, N. (1981). *Anatomy of the orchestra*. London: Faber & Faber.

Haviland, J. B. (2007) 'Master Speakers, Master Gesturers: a string quartet master class' In Susan D. Duncan, Elena T. Levy & Cassell, J. (eds.), *Gesture and the Dynamic Dimension of Language: Essays in honor of David McNeill* (pp. 147-172) Amsterdam: John Benjamins.

Hutchins, E. (1996). *Cognition in the wild*. Cambridge, Mass.: MIT Press.

Kärkkäinen, E. (2003). *Epistemic stance in English conversation*. Amsterdam: John Benjamins.

Ochs, E. (1996). 'Linguistic resources for socializing humanity'. In J. J. Gumperz & S. C. Levinson (eds.), *Rethinking Linguistic Relativity* (pp. 407-437). Cambridge: Cambridge University Press.

Poggi, I. (2002). The lexicon of the conductor's face. In P. McKeivitt, S. Ó Nualláin, & C. Mulvihill (Eds.), *Language, vision and music* (pp. 271-284). Amsterdam: John Benjamins.

Schegloff, E. (1992). 'In another context' In A. Duranti & C. Goodwin (eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 193-227). Cambridge: Cambridge University Press.

**Sergio Pasquandrea,**

***"They might read a fly speck": Musical literacy and discursive construction of the jazzman's identity in Louis Armstrong's autobiographies***

[contribution to the panel *Interaction and discourse in music settings*, organized by Veronesi Daniela]

Jazz autobiographies are a fertile, but long neglected field of study. Along the decades, dozens of jazz musicians, both famous and obscure, have published autobiographical accounts in various forms, but only in recent times

scholars like Farrington (2006), Harlos (1995), Kenney (1991), Ogren (1991), Peretti (1995; 2001), Stein (2003), Tucker (1999) have started to delve into this yet largely uncharted production.

Louis Armstrong is a case in point: not only a legendary jazz musician, but also, less famously, a prolific, talented and highly original writer, he has issued two official autobiographies and produced, during his whole lifetime, a considerable amount of writing, including several autobiographical narratives.

This contribution analyzes some of Armstrong's autobiographical writings, namely the two autobiographies ("Swing That Music", 1936, and "Satchmo. My Life in New Orleans", 1955) and various posthumous materials, collected in Brothers (1999). The interest of such narratives lays both in their historical and social representativeness and in their complex and articulated editorial history, which involves ghost-writing, re-writing, censoring, and heavy editing (see Brothers 1999; Kenney 1991; Pasquandrea 2010; Stein 2003).

Using the methodologies of Narrative Analysis (Bamberg 2000, 2004; Benwell & Stokoe 2006; Brockmeyer & Carbaugh 2001; De Fina, Bamberg & Schiffrin 2006; Labov & Waletzky 1967) and Critical Discourse Analysis (Blommaert 2005, 2006; Fairclough 2003; Van Dijk 1997), I will focus on the different images of Armstrong as a musician, and on the different contextualizations of musicianship, which emerge in these texts. In particular, I will concentrate on the different ways in which Armstrong depicts his training as a musician and his musical practice, with a particular reference to the theme of musical literacy.

The topic is a particularly sensitive one, since "orality" and "oral tradition" are often used by critics and musicians as key concepts, in order to define jazz as a cultural system and as a community of practice, in opposition to Western "classical" music, seen as chiefly "written" tradition (Berliner 2004; Harlos 1995; Monson 1996; Prouty 2006). At the same time, this image can generate ambivalence and negative outputs, such as the persistent myth of "primitivism" and "naïvety", often associated with jazz musicians (Chevan 2003; Duranti 2009; Gioia 1988; Kenney 1991, 2005).

The different narrative positionings of Armstrong as a literate/illiterate musician reveal a complex intertwining of dominant and subordinate discourses about jazz music, jazz musicians, and African-American people.

### **Theodossia-Soula Pavlidou,**

#### ***Indexing trouble: On some functions of the free-standing 'we' in Modern Greek***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

The complexity of the first person plural, arising partly from its referential range and its potential for referential ambiguity, has been variously pointed out in the past (cf. e.g. Benveniste 1971, Mühlhäusler and Harré 1990, Sacks 1992). However, 'we' in null-subject languages has hardly received any attention at all, even in studies explicitly addressing the issue of the so-called "redundant" or "free-standing" subject pronouns (cf. e.g. Duranti 1984, Davidson 1996).

Previous work (Pavlidou forthcoming) on the free-standing *εμείς* ('we') in Modern Greek, a null-subject language, has indicated that this pronoun always retains collective self-reference; in other words, its referential range is considerably limited as compared to the first person plural in general. It has also shown that the appearance of turns containing *εμείς* is not arbitrary but underlies specific sequential restrictions. Moreover, it has been argued that the contribution of the pronoun to the construction of a collective subject (to which the speaker belongs) is not constant or given, but the dynamic interplay between the position of the turn containing *εμείς* in the sequential context of conversation and a number of cognitive and interactional factors.

The present paper focuses on one such sequential environment, namely, second pair parts to questions. Based on naturalistic data drawn from more than 30 informal conversations, it is shown that *εμείς* does not contribute anything to the informational structure of the utterance (with the exception of answers providing referential information to *who*- questions), as the collective referent is assumed to belong to shared knowledge; nor is its presence decisive for marking the inclusion or exclusion of the addressee in/from this collective subject. Taking into account that such replies with *εμείς* are either dispreferred outright or entail some kind of problem and/or disalignment, it is argued that what the free-standing 'we' seems to be doing in this context is to index trouble. It also shown, however, that in contrast to Hachoen's & Schegloff's (2006) similar findings for certain Hebrew pronouns, the function of indexing trouble can not be extended to all other sequential environments of turns with *εμείς*.

Benveniste E., 1971. *Problems in General Linguistics*. Coral Gables: University of Miami Press.

Davidson B., 1996. 'Pragmatic weight' and Spanish subject pronouns: the pragmatic and discourse uses of *tú* and *yo* in spoken Madrid Spanish. *Journal of Pragmatics* 26: 543-565.

Duranti A., 1984. The social meaning of subject pronouns in Italian conversation. *Text* 4: 277-311.

Hachoen G. & E. Schegloff, 2006. On the preference for minimization in referring to persons: evidence from Hebrew conversation. *Journal of Pragmatics* 38: 1305-1312.

Mühlhäusler P. and R. Harré 1990. *Pronouns and People*. Oxford: Basil Blackwell.

Pavlidou Th.-S., forthcoming. Collective aspects of subjectivity: the subject pronoun *εμείς* ('we') in Modern Greek. In: Baumgarten, Nicole, House, Juliane and Inke Du Bois (eds), (forthcoming). *Subjectivity in Discourse*. Bingley, UK: Emerald.

Sacks H., 1995. *Lectures on Conversation*. Volumes I & II, edited by G. Jefferson, with an introduction by E. Schegloff. Cambridge, Mass.: Blackwell.

**Simona Pekarek Doehler,**

***Grammar, projection and the sequential organization of actions : Il y a NP 'there is NP' as project construction in French talk-in-interaction***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

In this paper, I wish to contribute to the ongoing discussion on projection as a basis for both clause-combining and the organization of actions in talk-in-interaction.

Recent accounts of clause-combining in English and German have pointed out that the initial pieces of what is commonly considered as bi-clausal constructions, such as wh-clefts, extraposition constructions and if-then clauses, often occur in talk-in-interaction not as part of syntactically related bi-clausal patterns, but as routinized formats that project certain types of actions. Some of these formats have been interpreted as projector constructions. In this paper, I wish to extend these considerations to another language, French, and to another construction.

I propose a reanalysis, in the light of the moment-to-moment unfolding of talk-in-interaction, of the French *il y a* 'there is' presentational cleft, whose canonical form is illustrated in (1).

(1)

*il y a une fan qui adore Roméo et Juliette.*

*PRO.3SG.M LOC have.3SG a fan who adores Romeo and Juliette*

*'there is a fan who adores Romeo and Juliette'*

While most grammarians consider the relative pronouns *que* (for object) or *qui* (for subject) as compulsory for holding together the two parts of the construction, naturally occurring talk-in-interaction regularly shows the absence of any syntactic link between the initial *il y a NP*-piece and the subsequent clause:

(2)

*euh (.) il y a il y a des cas je mets des limites,*

*there are there are DET cases I put DET limits*

*'there are cases (where) I impose limits'*

Based on a database of 25h of talk-in-interaction of various kinds, this paper investigates the syntactic, lexical, prosodic and interactional properties of such syntactically unrelated configurations. The analyses reveal the following features, which are reminiscent of what has been documented by Hopper and Günthner for pseudo-cleft-like constructions in English and German respectively:

- The two parts of the configuration are fitted together by means of prosody and projections emanating from the initial piece onto what follows.
- The stretch of talk following the initial *il y a NP*-piece is of various length and complexity, consisting of a single TCU or of multiple TCUs.
- Unlike what is the case for the canonical *il y a*-cleft, the *il y a NP*-piece in these configurations typically comprises a referentially vague NP such as 'a problem', 'an issue', 'things', which is then specified or elaborated on in the subsequent stretch of talk.

The data provides evidence for a sedimentation of the initial *il y a NP*-piece as a projector construction: it is a grammatical format that routinely accomplishes a specific interactional job, namely projecting upcoming talk by the same speaker, and framing that talk as being about a 'problem', an 'issue', a 'thing' brought up in the *il y a NP*-piece. It appears to be part of a set of projector constructions that can be interpreted as the sedimented products of highly routinized projection practices, and hence as part of a set of grammatical resources that speakers use for dealing with the temporal unfolding of talk.

**Hermine Penz,**

***Cooperation and conflict in intercultural project discussions: The role of metadiscourse***

[contribution to the panel *Situating societal pragmatics culturally and interculturality*, organized by Mey Jacob L.]

Project work in internationally mixed groups has been increasing in all kinds of working environments in the last few years, including the field of education. This is why project participants have to develop practical ways of cooperating with each other which compensate the lack of shared cultural and linguistic backgrounds and which help them to manage conflicts arising during their work.

This paper looks at how participants of an international project in the field of education use metadiscourse (among other strategies) in their group sessions in order to achieve understanding and common ground. However, metadiscourse also plays a crucial role in those cases where the participants enter into conflicts. In both cases metadiscourse is used to monitor the discussions. Metadiscourse is here defined as "discourse about discourse" (see also Mauranen 1993 and 2005). The analysis shows that, due to its discourse organizational function, metadiscourse also constitutes and reflects conversational power both in cooperative and conflict talk.

The data for this analysis were collected at a European institution in which participants from approx. 30 different nationalities collaborate on educational projects. In the data at hand English as a lingua franca is used as a means of communication. The data were tape-recorded, transcribed and are analysed by methods of qualitative discourse analysis.

Mauranen, Anna (2005). English as a Lingua Franca – an Unknown Language? In G. Cortese & A. Duszak (Eds.), *Identity, community, discourse: English in intercultural settings*. Bern: Peter Lang: 269-293

**David Peplow, David Peplow**

***The negotiation of interpretations and the management of subjectivity in reading groups***

[contribution to the panel *The interface between pragmatics and literary stylistics*, organized by Chapman Siobhan]

The popularity of reading groups is growing rapidly across contemporary Britain. To reflect this, there is a burgeoning field of research working at the interface between pragmatics and literary linguistics looking into the reading group phenomenon (e.g. Benwell, 2009; Swann and Allington, 2009; Whiteley, in press). Interpretations of texts are offered and discussed in reading groups and much of the time this is a pleasurable and voluntary activity undertaken by individuals.

In this paper I give an in-depth analysis of how language is used in reading groups. In particular, I consider how assessments of literary texts are offered and negotiated by the group members. Given that the act of interpreting literature is the principle joint enterprise of reading groups, an analysis of the assessment actions performed in the group is vital to any understanding of how the language operates. Having recorded and transcribed roughly 20 hours of different reading groups' meetings, I have noticed the frequency with which members construct particular identities through the assessment of literary texts. Reading groups are sites of meaning-making and members can be seen attempting to understand elements of their own identity and the identity of the group.

Here, I give a fine-grained analysis of conversational extracts from reading group meetings where members invoke and construct aspects of their identity in relation to the literary text under discussion. I then link this to the broader contextual factors that generate and facilitate this kind of conversational action, arguing that some reading groups can be seen as 'communities of practice' (e.g. Lave and Wenger, 1991; Wenger, 1998). I conclude by showing that readings of literary texts in this context are always socially-situated.

Benwell, B. (2009) "'A pathetic and racist and awful character": ethnomethodological approaches to the reception of diasporic fiction', *Language and Literature* 18(3): 300-15.

Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

Swann, J. and Allington, D. (2009) 'Reading groups and the language of literary texts: a case study in social reading', *Language and Literature* 18(3): 247-64.

Wenger, E. (1998) *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.

Whiteley, S. (in press) 'Text world theory, real readers and emotional responses to *The Remains of the Day*' *Language and Literature*.

**Anssi Peräkylä,**

***Third position utterances in psychoanalysis***

[contribution to the panel *The conversational practices of psychotherapy*, organized by Antaki Charles]

Using audio recorded sessions of psychoanalysis as data and conversation analysis as method, this paper shows how psychoanalysts, in third position utterances, deal with patients' responses to interpretations. In the third position, the analysts recurrently shift the perspective of description from that of the patients' responses. The shifts of perspective involve intensification of the emotional valence of the description, or they show layers of the patients' experience other than those that were referred to in the patients' responses to interpretations. The perspective shifts are usually accomplished in an implicit, non-marked way, and they serve as discreet invitations for the patients to modify their understandings of the initial interpretation. In their subsequent utterances, the patients usually do not fully endorse these perspective shifts. The data available suggests, however, that during the sessions that follow the perspective shifts, the participants work with the aspects of patients' experience that were highlighted in the shifts.

**Daniel Perrin,**

***Stancing: Strategies of entextualizing stance in newswriting***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

What product-oriented approaches such as CDA conceptualize as journalistic stance in news items is the result of newswriting: a complex and emergent interplay of situated activity with psychobiographies, social settings, and contextual resources. In our presentation we address stance, or stancing, from such a dynamic perspective. By stancing we understand the process of taking one's own position within organizational, institutional, and societal frames of reference and encoding it, through collaborative practices of text production, using linguistic means (Hyland, 2005).

The presentation is empirically grounded. Over the past few years, we have been involved in large transdisciplinary research projects that have investigated journalists' text production processes. Data were collected and analyzed with Progression Analysis, an ethnographically-based multimethod approach (Perrin, 2003, Ehrensberger-Dow & Perrin, 2009). The aim of all of these projects has been to identify individual and organizational workplace practices and strategies in newsrooms. The multilingual, multicultural design of the projects and the data corpora generated allow for comparative analyses across languages and newsroom cultures. We have re-analyzed data to focus specifically on stancing processes in newsrooms.

We begin our presentation by discussing the research question in more detail (part 1); then explain how knowledge gained from related research can be applied to address stancing in the context of routines on the one hand and emergence on the other (part 2); describe our multimethod approach, Progression Analysis (part 3); present exemplary findings from German- and French-speaking contexts (part 4); and discuss how insights from this research can be generalized and can contribute to increasing scientific and professional (meta-)linguistic knowledge and awareness related to journalistic stance (part 5).

Ehrensberger-Dow, Maureen, & Perrin, Daniel (2009). Capturing translation processes to access metalinguistic awareness. *Across Languages and Cultures*, 10(2), 275-288.

Hyland, Ken (2005). Stance and engagement. A model of interaction in academic discourse. *Discourse Studies*, 7(2), 173-192.

Perrin, Daniel (2003). Progression analysis (PA). Investigating writing strategies at the workplace. *Journal of Pragmatics*, 35(6), 907-921.

**Sabina Perrino,**

***Dialect, Revitalization, and Citizenship in Northern Italy***

[contribution to the panel *Making Citizens: Discursive Practices at the Boundary of Nationhood*, organized by Pagliai Valentina]

In recent years, new efforts have been made to revitalize and promote local dialects in northern Italy. This project of dialect promotion has occurred side by side with new political restrictions on illegal immigrants ('extracomunitari') in Italy, and both projects—dialect revitalization and anti-immigrant legislation—have been led by the influential separatist political party called Lega Nord, the 'Northern League'. In this paper I focus on new attempts to shape citizenship in northern Italy, in part through the revitalization of the Veneto dialect. This revitalization is part of a larger set of political initiatives of Liga Veneta, an important subdivision of the Northern League. Using linguistic data collected in Veneto, in northern Italy (2003-2010), I show how the promotion of Veneto dialect is intimately related to Veneto speakers' defense against migrants, a phenomenon that is not unique to Italy (similar political parties exist in Belgium, Finland, France, Hungary, and Spain). Further, I explore how these phenomena have been changing the Italian citizens' sense of belonging to a nation-state in important ways, by emphasizing their regional belonging rather than their national one. More specifically, through an analysis of style shifting in a body of naturally recorded data among Veneto speakers, I investigate how they construct boundaries between their region and the Italian nation-state to foster and solidify a Veneto identity. Recently, the Liga Veneta has been particularly active in raising these borders by issuing strong anti-immigrant laws and by promoting not only the use of the local dialect, but rather its recognition as an autonomous language ("lingua veneta") at the European level. These data are then considered in relation to interview data in which speakers were asked to compare standard Italian versus Veneto dialect and provide stereotypic pragmatic scenarios of dialect usage. I examine these different uses of the Veneto dialect in relation to the way Liga Veneta has tried to formulate the value of dialect in public discourses, such as its web site discourses, and, in a more veiled way, in books they recently published in Veneto dialect as part of a recent initiative to teach dialect at all school levels in the region.

**Raymond F. Person,**

***Traditional Phraseology in Oral Traditions as Adaptations of Turn Constructional Units in Conversation***

[contribution to the panel *Discourse organization in oral traditions and in literatures of the past: the interface between linguistic and para-/extra-linguistic features.*, organized by Bonifazi Anna]

With the 1960 publication of his dissertation entitled *The Singer of Tales* Albert Lord created a discipline for the study of oral traditions including ethnographic fieldwork of living oral traditions. In his monograph *Traditional*

*Oral Epic* John Miles Foley extended Lord's work and provided the most definitive description of the traditional phraseology in three epic traditions: the ancient Greek tradition exemplified by the *Odyssey*, Old English exemplified by *Beowulf*, and the living Serbo-Croatian tradition of the *guslari* in the former Yugoslavia. From his comparative study Foley described the system of traditional phraseology as follows: "a complex, heterogeneous, ever-evolving collection of inequivalent elements overseen by rules and processes no single singer ever consciously imagined" (*Traditional Oral Epic*, 199).

The Parry-Lord school of oral traditions continues to have its critics, primarily because many scholars of literature cannot fathom how illiterate oral poets can produce such literary masterpieces as the *Odyssey*, *Beowulf*, the *Song of Roland*, and portions of the Bible. This paper undercuts those objections by drawing from studies that demonstrate the complexity yet economy of turn constructional units (TCUs) in talk-in-interaction and then by demonstrating how the traditional phraseology in oral traditions described by Foley can be understood as adaptations of TCUs. In other words, the "literary" qualities of orally derived literature can be understood as institutional talk in which, for example, prosodic features of TCUs can be exaggerated for compositional and aesthetic purposes. For example, in the Serbo-Croatian epic tradition the poetic line is a ten syllable line divided into two half-lines (four and six syllables long) with stress on the first and fifth syllable. In Old English verse, the poetic line is built on alliteration of the two stressed syllables in the first half-line with the first of the two stressed syllables in the second half-line. This adaptation that emphasizes such aesthetic elements (such as meter and/or alliteration) can occur within the economy of oral traditions, because the relative de-contextualization in the performance of oral epics reduces co-production, a characteristic of conversation and conversational storytelling—for example, the social negotiation inherent in storytelling in face-to-face interaction is minimized in the performance of oral traditional narrative; therefore, a system of traditional phraseology with exaggerated prosody (that is, meter) can arise as a form of institutional talk.

### Diego Pescarini, *Italian mica and metalinguistic negation*

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

In Standard Italian and many Northern Dialects, a negative adverb of the type *mica* (< Lat. 'crumb') presupposes that someone in the communicative context expects the negated event/state of affairs to be true. For instance, in the sentence below the presence of *mica* in post-verbal position presupposes that someone expects Gianni to come:

- (1) Gianni non viene mica.  
Gianni not comes mica  
'Gianni does not come' (but someone expects Gianni to come)

Moreover, the adverb *mica* can also raise to a preverbal position. In this case, the presupposition has a slightly different flavour: as noticed by Cinque (1976), preverbal *mica* presupposes that *the addressee* expects Gianni to come.

- (2) Gianni, mica viene.  
Gianni, mica comes  
'Gianni does not come' (but the addressee expects Gianni to come)

Another asymmetry regarding the pre- vs post-verbal position of *mica* can be found with respect to modal verbs. In particular, in Italian negation may or may not scope over a necessity modal with a deontic interpretation, giving rise to different readings: when the negation takes high scope (= not necessary,  $\neg \square$ ), the interpretation corresponds to English *needn't*, while it corresponds to English *mustn't* when the negation takes low scope (= necessary not,  $\square \neg$ ):

- (4) Gianni non deve venire.  
Gianni not has-to come  
'Gianni mustn't come' ( $\square \neg$  = 'it is necessary for Gianni not to come')  
'Gianni needn't come' ( $\neg \square$  = 'it is not necessary for Gianni to come')

When *mica* is postverbal (5a), both these interpretations are available, while the low scope interpretation is forbidden when it is preverbal, see (5b):

- (5) a. Gianni, non deve mica venire  
Gianni, not has-to mica come  
'Gianni mustn't come' ( $\square \neg$ )  
'Gianni needn't come' ( $\neg \square$ )
- b. Gianni, mica deve venire  
Gianni, mica has-to come  
\* 'Gianni mustn't come' ( $\square \neg$ )  
'Gianni needn't come' ( $\neg \square$ )

In my talk I will claim that both the pragmatic value of (2) and the syntactic restriction displayed in (5b) follow from a metalinguistic interpretation of *mica*, i.e. a non-truthfunctional use of the negation operator, which can be glossed as "I object to U" where U is a linguistic utterance (cf. Alonso-Ovalle and Guerzoni 2004). In particular, I will argue that such an interpretation is triggered when *mica* occupies a focus position.

Alonso-Ovalle, Luis and Elena Guerzoni (2004). 'Double Negation, Negative Concord and Metalinguistic Negation' *Proceedings of the ChicagoLinguistics Society Meeting*. Chicago (IL): CLS Publications, 15-31. ♦

Cinque, Guglielmo (1976) 'Mica' *Annali della Facoltà di Lettere e Filosofia dell'Università di Padova*, 1, 101-112.

**Tim Peters,**

***“What would YOU do in my situation?” - Creating Medical Decisions Via Language***

***Negotiations***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

The physician-patient-relationship is the central theme of a large volume of literature in linguistics and medical ethics. The analysis of descriptive and normative characteristics – i.e. 'informative' or 'paternalistic' decision making – usually focuses on the popular idea of asymmetry of language within the physician-patient-relationship. However, the theoretical constructs on medical decision making hardly provide insights on how the physician-patient-relationship is initially established. Even though the first contact is vital for all that are yet to come. I assume that the relationship is not fixed at the beginning of the initial conversation and in most cases is not openly addressed by either party. Instead I suggest that the relationship is continuously negotiated between doctor and patient in the course of interaction, based on their respective specific ideas and perceptions. The interlocutors' motivations and values which are relevant to the development of the relationship are represented in the flow of communication and play an important role in creating a mode of decision making.

In this presentation I analyse the role of different types of speech patterns in respect of establishing the relationship between patient and physician and their role in medical decision making. In particular I focus on the struggle for conversational structures as central component of medical decision making. As starting point and empirical basis for my analysis I use videotaped interactions between third year medical students and standardised simulated patients showing information and treatment decision following a diagnosis of high blood pressure. The transcripts of these dialogues are analysed on the basis of the conversation analysis.

Preliminary findings of my data analysis indicate that by use of this method the physician-patient-relationship can be explored in respect of at least three different aspects, namely the conversation structure (1), the content focus of the dialogue (2) and the process of decision making (3). A change in one of these aspects – initialised by both conversational partners in using the whole spectrum of multimodal communication – will influence the other ones. Both physician and patient use their language in different kinds of initial and responsive acts to affect these parts and thereby the whole relationship. By use of different instruments of power in communication, physician and patient negotiate the type of their physician-patient-relationship and thereby determine the mode of decision making.

From my experience the analysis of the role of instruments of communicational power furthers our understanding of how the relationship between patient and physician develops. Such knowledge provides insight in the relationship between communication and ethics and may serve as one starting point for medical education in respect of professional approaches to establishing the physician-patient-relationship.

**Elena Petroska,**

***Demek as a Discourse Particle in Macedonian***

[contribution to the panel *Discourse Markers in South Slavic Languages*, organized by Dedaic Mirjana]

The aim of this paper is to give an account of the Macedonian discourse particle *demek* in a comparative analysis with the other South Slavic and Balkan languages. A borrowing from Turkish, *demek* ('consequently', 'then', 'therefore', 'so', 'in other words' 'that is' 'supposedly'...) is frequently used in both spoken and written Macedonian discourses. It contributes to the inferential processes involved in utterance understanding by making the causative-resultative relationship between the preceding and following discourse units explicit. *Demek* is found most often in discourse sequence uses, which can suggest that the particle introduces a conclusion of the proposition, being a logical equivalent of *therefore* in an argument. However, *demek* can also express doubt, and that same semantic/pragmatic nuance is found in Albanian, which also borrowed *demek*. *Demek* as a discourse particle shows that a core meaning description can indicate how the different senses can be defined as extensions of the core meaning; and is directly associated with the function of signaling epistemic modality.

**RobertaPiazza,**

***The voices of others: Reported discourse and the construction of argumentation in British TV news of Europe***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

The proposed paper continues an exploration of how television reports the voices of the newsmakers, that is the people who make the news and who are the object of the news reports (Piazza 2008). The purpose is to show

that quotation is a rhetorical device that signals speakers' stance and thus belongs to the domain of discourse interpretation or 'representation' (Fairclough 1988). The paper aims to investigate reported discourse in relation to text organisation; in so doing the study traces argumentative discourse indicators (van Eemeren et al. 2007) and follows the shape that discourse argumentation takes in the multi-voiced discourse of television news programmes.

The corpus explored is a collection of 2009 TV news from BBC and ITV on Europe and EU topics – the result of 'Intune', a EU-funded project on the representation of European identity in the media (cf. Bailey and Williams forthcoming). Attention is given to the specific nature of the news reported in the attempt to establish how, through the modalities of reported discourse and text organisation, the journalists' voices encourage or discourage in the viewers an albeit broadly interpreted European identity.

Against the context of EU-related news therefore the focus of the study is on how the spoken discourse of television interprets the concept of polyphony and dialogic intertextuality (Bakhtin, 1981) in combination with principles of argumentation theory. For this aspect, the study partly follows Smirnova's (2009) exploration of newspaper discourse which is adapted to the investigation of spoken TV news discourse. In particular TV news texts are expected to display a form of argumentation that is much more fluid, complex and, to a degree, transparent than in written newspaper discourse because the 'thesis' as the postulated claim, and the 'arguments' for and against the claim are often proposed in combination.

The paper methodology is mainly qualitative.

Bailey, P. and Williams, G. eds. *The Discourse of Europe* Oxford OUP

Fairclough, N. 1988. Discourse representation in media discourse. *Sociolinguistics*. 17, 125-139.

Bakhtin, M. 1981 *Dialogic Imagination*. Austin, University of Texas Press.

Piazza, R. 2008. 'This is a war of words': News is reporting what was said: techniques for attribution in Italian TG5 and RAI1, American CBS and BBC newsreaders' and reporters' discourse of the 2003 Iraq war. In L. Haarman and L. Lombardo (eds.), *IraqWar on Television*, London, Continuum.

Smirnova, A. 2009. Reported speech as an element of argumentative newspaper discourse. *Discourse & Communication*. 3(1), 79-103.

Van Eemeren, F. et al. 2007. *Argumentative Indicators in Discourse*. Dordrecht, Springer.

### **Paola Pietrandrea, Bert Cornillie, & Liesbeth Degand**

#### ***Modal particles and discourse markers: two sides of a same coin? An introduction.***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

In the panel on modal particles and discourse markers, we will investigate the intersection between these two types of linguistic expressions and discuss whether or not it is possible to draw a line between them. The introduction will present an outline of the proposed research questions, and the discussant, Elizabeth Traugott (Stanford), will highlight converging and diverging views from the contributors.

Modal particles can be defined as particles having scope over the whole utterance, being intersubjectively motivated and appearing in sentence-initial, sentence-medial and sentence-final position. Examples are English *right* and *well*. In this context the question arises whether German modal particles such as *aber*, *ja*, *doch* are a language-specific phenomenon with hardly any equivalents in other languages? If there are equivalents, what features do they have to share with the German modal particles? That is, how far do we go to open the perspective?

It will be discussed whether modal particles are a subtype of discourse markers, or whether both should be seen as subcategories of the more encompassing pragmatic markers (Fraser 1996), or discourse particles (Fischer 2006). Both linguistic expressions are multifunctional and "function in cognitive, expressive, social, and textual domains" (Schiffrin 2001: 54). But modal particles have often been described in a more restricted sense, i.e. as specifying "the relationship between speaker and hearer" (Hansen 1998: 42) or "to signal one's understanding of what the situation is all about with respect to the argumentative relations built up in the current situation." (Fischer 2007: 47). On the other hand, discourse markers too "are related to the speech situation [and] (...) express attitudes and emotions" (Bazzanella 2006: 449). "The study of discourse markers is therefore a part of the study of modal and metatextual comment" (Lewis 2006, 43). Distinctions between modal particles and discourse markers thus become hard to maintain (Traugott 2007: 141).

In some cases, macrostructural functions and modal functions can be combined. This seems the case with German modal particles (Fischer 2000). Interestingly, Fischer (2000:27) mentions that English tag questions have been found to be used as translation equivalents for German modal particles. Waltereit (2001) also shows that there are other modalization forms carrying out a function analogous to modal particles. Yet, prototypical modal particles and discourse markers are often not interchangeable, which suggests a division of labor between MPs and DMs. In the same line, there may be interaction between MPs and DMs.

The introduction will show analytic strategies to disentangling the functions of modal particles and discourse markers, both in synchrony and diachrony, in speech and writing, and cross-linguistically.

- Fischer, Kerstin (2000). *From Cognitive Semantics to Lexical Pragmatics. The functional Polysemy of Discourse Particles*. Berlin/New York: Mouton de Gruyter.
- Fischer, Kerstin (ed.) (2006). *Approaches to discourse particles*, [Studies in Pragmatics 1]. Bingley, UK: Emerald Group Publishing.
- Fischer, Kerstin (2007). Grounding and common ground: Modal particles and their translation equivalents. In Anita Fetzer and Kerstin Fischer (eds), *Lexical Markers of Common Grounds* [Studies in Pragmatics 3]. Amsterdam: Elsevier, 47-65.
- Fraser, Bruce (1999). What are discourse markers? *Journal of Pragmatics* 31 (7), 931-952.
- Hansen, Maj-Britt Mosegaard (1998). The semantic status of discourse markers, *Lingua* 104 (3-4), 235-260.
- Schiffrin, Deborah (2001). "Discourse markers, meaning, and context". In: Schiffrin, Deborah; Tannen, Deborah; Hamilton, Heidi E. (eds.). *The Handbook of Discourse Analysis* (Blackwell Handbooks in Linguistics). Oxford/Maldon, MA: Blackwell, pp. 54-75.
- Traugott, Elizabeth Closs (2007). Discourse markers, modal particles, and contrastive analysis, synchronic and diachronic," *Catalan Journal of Linguistics* 6, 139-157.
- Waltereit, Richard (2001). Modal particles and their functional equivalents: a speech-act-theoretic approach," *Journal of Pragmatics* 33 (9), 1391-1417.

**Marco Pino,**

***Non-affiliation and non-alignment as restricted responses to complaints in interactions between psychiatric patients and their care workers***

[contribution to the panel *Restricted interactional activities in institutional talk*, organized by Chevalier Fabienne]

When complaining, interactants do more than just communicate their concerns: they also make a judgment about the causes of their problems. Complaining is delicate interactional work, inasmuch as by communicating their perspective "complainants make themselves vulnerable to how others react" (Heinemann & Traverso, 2009). Complaint-recipients may as a matter of fact not wish to engage in the complaining activity or they can even disaffiliate with the complainer's stance. Affiliating and non-affiliating responses to complaints are, nevertheless, both available options in ordinary conversation. In this presentation, I seek to demonstrate how responses to complaints are restricted to non-aligning and non-affiliating responses in interactions between psychiatric patients and their care workers.

The work presented here is based on 4 audio-recorded meetings, attended to by two care workers and an average of 8 psychiatric patients in a residential therapeutic centre in Italy. The analysis was carried out employing conversation analysis. The interactions are all in Italian.

Broadly, when the patients complain the care workers respond in two ways.

First, they resist alignment as complaint-recipients, trying to direct the talk away from the complaint. This is done by withholding a response to the complaint, by taking up some other element available in the turn rather than its complaint-relevant aspect, or by quickly offering a remedy or a closure-relevant assessment.

Second, the care workers disaffiliate with the complaint in two ways: (a) they try to mitigate the patient's concern by balancing it with some positive aspect of the described situation, or (b) they undermine the concern by suggesting that the patient's assessment of the situation is flawed. I will go through the analysis of one such case in the presentation.

The absence of affiliating responses suggests that these professionals work under the assumption that affiliation to the patients' complaints should be avoided. I seek to demonstrate that the care workers observably orient to this kind of restriction by illustrating a deviant case, where a care worker (CW<sub>1</sub>) actually affiliates with a patient's complaint about medication. In this instance, acknowledging the patient's perspective involves the deployment of a rarely observed procedure (directly addressing the other care worker – CW<sub>2</sub>) and is oriented to as problematic in subsequent turns both by its recipient (CW<sub>2</sub>) and its producer (CW<sub>1</sub>).

Avoiding affiliating to complaints can be linked to the institutional mandate of fostering the patients' sense of responsibility for their own actions. Complaining can be oriented to by the workers as an obstacle to this institutional task, since it involves blaming others than oneself for one's own predicaments. Restricting the treatment of complaints to non-aligning and to non-affiliating responses can, however, have the problematic implication that the patients are discouraged to use an interactional resource that, when employed, enables them to share their own analysis of the causes of their problems. A possible negative effect of the activity-restriction shown here is that it can be conducive to discounting concerns that could later emerge as actually warranted.

Heinemann, T. & Traverso, V. (2009). Complaining in interaction. *Journal of Pragmatics*, 41, 2381-2384.

**Karola Pitsch, Christian Schnier, Thomas Hermann, & Angelika Dierker**

***Dealing with fractured ecologies in AR-based cooperation***

[contribution to the panel *Multi-activity and fractured ecologies: articulations between language, actions and remote settings*, organized by Relieu Marc]

Over the last years, a range of Augmented-Reality-technologies (AR) have been developed which allow to augment the human perception and/or senses with additional information. Most commonly, images or video streams are overlaid in real time with computer-generated text or other objects. While most AR application scenarios address the use-case of knowledge-based assistance (maintenance/repair tasks) or interactive tourist guides geared at individual users, less consideration has been given to collaborative scenarios. In the project "Alignment in AR-based cooperation" (SRC "Alignment in Communication", BielefeldUniversity) a system has been developed that allows for collaborative AR-use (Dierker et al. 2009) and is now being used as an "interception and manipulation device" that allows to record and precisely influence the participants' multimodal perceptions. It thus serves as a novel instrument to investigate and experiment human multimodal interaction (in this case: joint attention and alignment).

In this paper, we propose to investigate - on the basis of video recordings of spontaneous interaction - how participants interact with each other when collaboratively using the AR-technology. In a semi-experimental task-oriented setup, pairs of participants were seated across a table, provided with the AR-glasses and asked to jointly envision a museum exhibition using a set of objects (wooden blocks as material "handles" for augmented objects sitting on top of the blocks) on a given floor plan. In such a scenario - as in most collaborative AR-scenarios - a particular challenge consists for the participants in establishing and maintaining joint attention both to relevant objects and to the interaction situation itself. In fact, to wear AR-glasses hides the participant's eyes and upper cheeks, so that co-participants cannot rely on these semiotic resources for organizing the interaction and/or understand where the co-participant is orienting to. To remedy this aspect of the AR-typical "fractured ecology", a special technique has been introduced which displays participant A's current line of sight as a systematic augmentation in participant B's field of view (Dierker et al. 2009).

In this paper, we will investigate - comparing data from "natural" interaction with the "AR-mediated" interaction - how participants establish joint attention under these specific conditions. Which communicational resources do they use? Which limitations become visible in the AR-setup and how do the participants orient to them? How do they make use of the attention-augmentation? How do the different ecologies provide for changes in the participants' attempts to articulate language and action and use of multimodal resources? - Special attention will be given to moments of misalignment, in which the participants appear to e.g. momentarily see different objects. These situations, particularly require the participants to design their multimodal utterances in a way to accomplish a range of simultaneous actions: to orient oneself in the slightly vanishing AR-world, to orient to the co-participant's actual orientation and actions, to establish joint attention, and to progress the actual topic/task.

Dierker, A., et al. (2009). Mediated attention with multimodal augmented reality. In: ICMI 2009, 245-252.

**Alyson Pitts,**

***Exploring a "pragmatic ambiguity" of negation***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

This paper explores a 'pragmatic ambiguity' in English negation, originally posited by Horn (1985/1989) in which he appeals to an intuitive division between ordinary, 'descriptive' negation and marked, 'metalinguistic' uses of negation in everyday language. The main agenda is to better understand what this 'pragmatic ambiguity' really entails: are there sufficient grounds for us to posit TWO types of negation, and what prevents Horn's PRAGMATIC ambiguity from being SEMANTIC in its nature?

In the paper, I work through the key features promoted by Horn as characteristic of this purported duality in natural language negation – particularly those posited for 'metalinguistic' uses of negation, such as resistance to prefixal incorporation, failure to trigger negative polarity items, and employing the paradigmatic 'not X but Y' construction. I then consider and evaluate subsequent attempts to posit a finer-grained analysis of metalinguistic negation (cf. Foolen 1991, Geurts 1998). The paper concludes by upholding the so-called pragmatic ambiguity, but advises due caution with regard to Horn's diagnostics when appealing to this intuitive distinction of negation within use.

Foolen, AD. 1991. Metalinguistic negation and pragmatic ambiguity: Some comments on a proposal by Laurence Horn. *Pragmatics* 1.217–237.

Geurts, Bart. 1998. The mechanisms of denial. *Language* 74.274–307.

Horn, Laurence R. 1985. Metalinguistic negation and pragmatic ambiguity. *Language* 61.121–174.

-. 1989. *A Natural History of Negation*. Chicago: The University of Chicago Press.

**Salvador Pons Borderia, Maria Estellés Arguedas**

***(Absolute) initial position: Synchronic and diachronic implications for the study of discourse markers***

[contribution to the panel *Discourse units in conversation: from Romance languages to Theoretical Pragmatics*, organized by Pons Borderia Salvador]

It is widely accepted that discourse markers (henceforth, DMs) usually appear in initial positions within sentences or discourse units. However, no theory so far has drawn a line between initial position and what will henceforth be called *absolute initial position*. This concept refers to those cases in which no previous context, be it linguistic or situational, is needed to interpret an utterance.

This new distinction is far from trivial, since the difference between *initial position* and *absolute initial position* has linguistic consequences for DMs; whereas, in Spanish, a chairman in a meeting or conference can start his speech as follows:

(1) **Bueno**, buenos días, señoras y señores. Da comienzo aquí nuestra reunión

[**Well**, good morning, ladies and gentlemen. Here we start our meeting]

He would not be able to start it with sequences such as the following ones:

(2) **#En todo caso**, buenos días, señoras y señores. Da comienzo aquí nuestra reunión

[**#Anyway**, good morning, ladies and gentlemen. Here we start our meeting]

(3) **#Por cierto**, buenos días, señoras y señores. Da comienzo aquí nuestra reunión

[**#By the way**, good morning, ladies and gentlemen. Here we start our meeting]

Examples (2) and (3) are only possible in cases where a previous context (again, mainly of linguistic nature) exists.

The present paper focuses on cases like (1) to (3). In Spanish, **bueno** ('well'), a topic introducer, can be used in the same positions as **por cierto** ('by the way'), and can contextually convey digressive meanings:

(4) a. Me he comprado una falda —**por cierto**, divina— y me he dejado la bolsa en la tienda

b. Me he comprado una falda —**bueno**, divina— y me he dejado la bolsa en la tienda

[I bought a skirt —*gorgeous*, **by the way**— but I forgot the bag at the shop]

However, **por cierto** cannot replace **bueno** in (1): the absolute initial position is banned for digressive markers (examples 2 and 3 above).

In order to provide an explanation to this different distribution, a theory of units in conversation is needed. Otherwise, concepts like "initial position" and "absolute initial position" would not have any metalinguistic value at all. In this paper, the theory developed by the Val.Es.Co. Research Group (Briz and Grupo Val.Es.Co 2003) will be followed. In it, "initial position" can be postulated either from smaller, monological units (*subact*, *act*, *intervention*), or from wider, dialogical units (*exchange*, *dialogue*). It will be shown that, from a synchronic point of view, the initial position in dialogues is a structural place where specific conversational functions are hosted. It will also be shown that, from a diachronic point of view, there is a link between topic shifters and topic introducers (Estellés forthcoming). A further implication of this last idea is that topic shifters can be conceived as a macro-class of DMs embedding smaller or positionally more restricted DMs.

Briz, Antonio and Grupo Val.Es.Co (2003): "Un sistema de unidades para el estudio de la conversación coloquial". *Oralia* 8, 1-63.

Estellés Arguedas, María (forthcoming): *Gramaticalización y paradigmas*. Frankfurt, Peter Lang.

## **Teodora Popescu-Furnea,**

### ***News reporting in Romania between democratising and idiotising audiences***

[contribution to the panel *Breaking the news on European televisions: Cross-cultural perspectives (an ENIEDA initiative)*, organized by Kurtes Svetlana]

Television news broadcasting has lately become a well-established multidisciplinary research field for media studies, political science, sociocultural studies, along with discourse analysis. Indeed, broadcasting has now acquired the status of an institution, "a power, an authority – and talk on radio and television is public, institutional talk, an object of intense scrutiny, that gives rise to political, social, cultural and moral concerns" (Scannell 1991: 7).

My analysis will focus on Romanian television news programmes, with particular attention given to the emotional impact of news ranging from everyday life incidents (crime, disaster, accident, etc.) to the political zone of the public sphere and the multimodal pragma-rhetorical devices through which a wide array of emotions are framed within the news discourse (e.g. ironic or humorous asides, discourse markers, response tokens, engaging visual content).

Secondly, I will analyse the typical interactional structure of the news interview in Romanian television (underpinning similarities and differences between major TV channels, as well as between Romanian television news in general and the American news channel CNN). Furthermore, I will concentrate on the roles and relationships established between the triad news reporter, interviewee and audience, an extension of Goffman's (1981) participation framework and drawing on Montgomery's (2010:332) classification of the news interview, according to whom we generally speak of: (1) interviews with correspondents (reporting and commenting); (2) interviews with ordinary people affected by, or caught up in, the news (witnessing, reacting, and expressing opinion); (3) interviews with experts (informing and explaining); and (4) interviews with 'principals' – public figures with some kind of responsible role in relation to the news event (accounting).

The broader aim of my investigation is to eventually highlight the extent to which the broadcast news in our country goes beyond the dispassionate framing of events that should characterise objective news reporting, and

secondly, to address the deeper social and moral implications of democratising audiences through the propagation of sensational journalism and dramatised news discourse.

Last but not least, I expect the study will reveal the fact that the advent of global news corporations and the widespread use of news management techniques by governments and political parties largely contribute to the shaping of massified opinions, attitudes and behaviours of audiences, particularly through emotional manipulation and construal of the public sphere discourse.

The corpus I will investigate consists of 24 hours of recorded material, from three major television channels in Romania: Realitatea TV (a "rolling news" TV channel, similar to CNN), Antena 1 and Pro TV.

**André Posenau,**

***How caregivers handle situations with unexpected turns in conversation with the elderly with dementia during the morning care.***

[contribution to the panel *Identity & relationship construction with and among the elderly*, organized by Englert Christina]

The conversation between the nursing staff and the elderly with dementia is one of the biggest problems in elder care. This disease's influence on the everyday conversation is wide and makes a "normal" conversation sometimes nearly impossible (Sachweh, 2000; Schecker, 2010). One of the effects of dementia on conversations is manifested in, what I call, unexpected turns, i.e. a wrong identification of the nursing staff, an obviously wrong placed greeting in the middle of a conversation or an unexpected change of the topic. In this paper, I show how caregivers act in these situations and which interactional strategies they deploy to overcome these recurrent communication difficulties.

This paper is part of a larger research project, where I have analyzed a corpus of conversations in two eldercare facilities. The data consist of 55 hours (52 interactions) of audio recordings of interactions taking place during the morning care activities between the caretakers and elderly people with Alzheimer's disease or some other form of dementia. The data was recorded in 2009 during a period of ten weeks of field research in a retirement home in Gelsenkirchen, Germany.

The presentation focuses, first, on the different types of unexpected turns and explains why some of them are less expected than other turns at a particular moment in the interaction. Second, it examines using the methodology of conversation analysis, several examples of the reactions of the nursing staff in detail. For example, in the case of a wrong identification of the nursing staff, where the elderly misidentify the nurse as their daughter, for example, the nurses would switch their identity and conversationally enact the role of a daughter. I present the range of interactional strategies the caretakers use to manage an everyday situation like this, with a focus on how they negotiate their relationship with the elderly in these situations. Finally, I give a short prospect about how the research findings can be utilized for the development of communication strategies for on-the-job training in eldercare institutions. The morning care is a very important part of the daily routine of the caregiver and the elderly that comprises a special set of activities such as waking them up, washing them, dressing them, supporting them by going on the toilet and doing primary health care. With this paper, I demonstrate, that communication is a very important and active part of the morning care as well and I show how caretakers can help the elderly to construct their identities through interaction.

Sachweh, S. (2000). "Schätzle hinsitzel!" – Kommunikation in der Altenpflege. Frankfurt am Main u.a.: Peter Lang.

Schecker, M. (2010). Pragmatische Sprachstörung bei Alzheimer-Demenz. Pragmatic Language Disorders in Alzheimer's Disease. Sprache – Stimme – Gehör, 34, 63-72. Stuttgart, New York: Georg Thieme Verlag.

**Gabrina Pounds, Giulio Pagani**

***Authorial and projected expression of emotion in British television news reporting***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

The prevailing idea of modern journalism is that it should convey the news objectively and dispassionately. In Britain and elsewhere the 'emotionalization' of journalism has typically been perceived as a negative trend, associated with the increase in the tabloidization, sensationalism and commercialization of news (e.g. McNair, 1999). In TV news reporting the co-existence between the objective and emotive dimensions is particularly problematic. While the reporting has to adhere to expectations of impartiality and neutrality that are, arguably, more stringent than in the case of the press (Montgomery, 2007:12-13), its visual dimension increases its potential for transmitting, evoking and shaping emotions in the viewers. At the same time, it is argued that emotion is not necessarily incompatible with objectivity in that emotive elements in the reporting increase empathetic identification in the viewers and, consequently, their understanding of the news (Pantti, 2010). The Finnish and Dutch journalists interviewed in Pantti's study appear to accept to some extent the value of reporting the emotional states of sources, the inclusion of emotion-invoking images and emotional topics but still totally reject as unprofessional the inclusion of 'authorial' emotions (reporters displaying their own emotions) and

'artificial' emotions (consciously projected by reporters on to their subjects). According to one of the respondents in this study, this artificial emotion 'projecting' is, however, widely practised in British TV news reporting. This paper is concerned with exploring further the nature and presence of 'authorial' and 'projected' expression of emotion in British TV news reporting. An episode of the programme *BBC News at Ten* is used for a preliminary, in-depth, qualitative analysis, leading to the identification of the relevant emotive dimensions. The Appraisal framework developed by Iedema et al and Martin and White (1994 -2005) is applied to the analysis, with particular reference to the relationship between journalistic styles and attitudinal configurations (Martin and White, 2005 and Pounds, 2010). It is shown that the presence of the visual mode in TV news reporting has a noticeable effect on such configurations, particularly in terms of the inclusion and frequency of values of 'affect'. It is argued, in particular, that 'authorial' emotive stance and 'projected' emotion do, indeed, play a more prominent role than in equivalent press reporting. The study thus makes an original contribution to the exploration of emotive expression in TV news reporting, which has so far mostly focused on viewers' emotional responses to particular coverage rather than on how emotion is encoded in news texts.

Martin, J. and P.P.R. White (2005) *The Language of Evaluation. Appraisal in English*. Basingstoke and New York: Palgrave.

McNair, B. (1999) *Journalism and Democracy*. London: Routledge.

Montgomery, M. (2007) *The Discourse of Broadcast News*. Milton Park and New York: Routledge.

Pantti, M. (2010) The value of emotion: An examination of television journalists' notion on emotionality. *European Journal of Communication* 25(2):168-181.

Pounds, G. (2010) Attitude and subjectivity in Italian and British hard-news reporting: The construction of culture-specific 'reporter' voice. *Discourse and Society* 12(1):106-137.

**Richard Powell,**

***Quotation as a trigger for code-switching in Malaysian courtrooms***

[contribution to the panel *Quoting from the case file: intertextual practices in courtroom discourse*, organized by D'hondt Sigurd]

In Malaysian common law courtrooms, where both Malay and English are admissible for proceedings and testimony, quotation frequently involves code-switching. Based on 30 hours of observation in three criminal courts, and supported by law journal reports and interviews with legal practitioners, this paper hypothesises several orientations for framing quotation in a differential code, including authenticity, authority, interdiscursivity and psychological distancing. Using a multifunctional framework drawing on systemic functionalism, there will also be an attempt to fit quotation into a typology of overlapping motivations for courtroom bilingualism.

The most consistent coincidence of quotation and code-switching in the data came from citation of legal precedents. Reference to an authority during oral submissions in Malay commonly entails a switch to English. The main motivation appears to be concern for authenticity, the bulk of case law being in English only. More speculatively, citation triggers a switch from witness-orientated discourse to a more exclusive professional register for which English is the default medium.

Another instance is appellate court judgments, which are often rendered in English but constructed upon a case history that preserves the Malay of lower court decisions. Oral quotation of testimony similarly tends to involve the embedding of words, clauses and sentences from one code into a matrix in the other. In both cases, the main motivation again seems to be concern for authenticity. However, code-mixing and code-switching during the citing of favourable expert testimony suggests the additional concern of reinforcing the authority of the witness. Advocates typically employ indirect quotation punctuated by phrases and words in the original language. There is some overlap between this kind of lexical insertion when reporting testimony and the tendency to mix key words from documents into oral submissions, but rather than appealing to authenticity or authority, the primary motivation here is intertextual cohesion. This practice has also been noted in Spanish speakers referring to English documents they are relying on in US small-claims courts.

One further coincidence of quotation and code-switching in the data, though rarer and harder to substantiate, is the framing of someone else's discourse in another code in order to express distance, as in the case of a rape-victim who inserted English words when relating a conversation that had occurred with the suspect in Malay. Without direct access to the statements it is impossible to know which of the original words were themselves code-mixes, but the main orientation for their use in the retelling appears to be negative-accommodation rather than authenticity.

The above orientations toward authenticity, authority, intertextuality and distancing when quoting are by no means dependent on the bilingualism of Malaysian courts. Rather, the bilingualism permitted by Malaysian legal procedures serves to highlight functions of quotation also found in monolingual proceedings. What code-switching potentially adds to the interdiscursivity of courtroom dialogue is an extra layer of illocutionary force at speech-act level and an opportunity to bring in macrolevel cultural associations from differential speech communities beyond the courtroom. It must further be noted that code-switching is endemic in many Malaysian

domains, covering not only quotation but also accommodation and proficiency strategies. Thus the possibility of multiple motivations behind coincidences of quotation and code-switching must be considered.

**Aida Premilovac,**

***Tag Question "je li" in Therapeutic Discourse***

[contribution to the panel *Discourse Markers in South Slavic Languages*, organized by Dedaic Mirjana]

This paper examines the occurrence and functions of a tag question "je li" as a discourse marker in Bosnian therapeutic discourse. The data are taken from thirteen therapy sessions between a psychotherapist and a war trauma client. The analysis focuses on contextual and prosodic evidence to illustrate the ways in which "je li" is used to mark speaker's stance, construct solidarity, and signal topic summations and shifts. The social meanings of "je li" are further discussed in relation to the speakers' conversational styles and institutional discourse such as psychotherapy to illustrate the necessity of determining the degree of grammaticalization of tag questions by inspecting interactional and ethnographic contexts in which they are used.

**Matthew Prior,**

***Saying and not saying what you feel: Represented speech and thought in L2 complaint stories***

[contribution to the panel *Constructing Emotion in Multilingual Talk*, organized by Prior Matthew]

Based on data from 40 hours of oral ethnographic interviews with 8 Southeast Asian immigrants in the US and Canada, this study examines the interactional use and functions of represented speech and thought (RST) formulations in complaint stories produced in L2 (second language) English. Previous research has shown that RST formulations are not random but are used at specific junctures in both narrative and non-narrative talk, particularly when describing problematic events and their negative emotional impact (Buttny, 1998, 2000; Drew, 1998; Holt & Clift, 2007). Functions of RST include providing an affective key, making talk vivid, doing assessment, and producing objective and subjective stances. Recently, researchers have pointed out two areas in need of investigation: (1) represented speech (RS) (e.g., "I said...") and represented thought (RT) (e.g., "I thought...") as distinct yet interrelated phenomena (Haakana, 2007; Vásquez & Urzúa, 2009), and (2) RST use by L2 users (Wolf, 2006). However, analytic challenges include RST's potential ambiguity (e.g., "I'm like..."; Romaine & Lange, 1991; Tannen, 1989) and its demonstrative and descriptive functions (Couper-Kuhlen, 2007). Taking a conversation-analytic and discursive constructionist approach, this paper focuses on two aspects of RST formulations. First, it discusses how these speakers make use of RST formulations, particularly RS-RT contrasts, in their complaint stories. RS-RT contrasts appear to be flexible storytelling resources for constructing emotionality, rationality, morality, motivations, and the nature of people and events. Second, it discusses interviewer challenges to RST formulations (e.g., "You said that?"). Analysis of these data indicate that even grammatically "unambiguous" RS or RT utterances attributed to the storyteller may be treated as ambiguous or otherwise accountable when located in emotional episodes. Although confirmations and defensive accounts were found to be normative responses to RST challenges, an exception was when speakers took advantage of RST ambiguity by retrospectively disclaiming an utterance while working to justify their emotional and moral entitlement to things said and unsaid. This study also suggests that RST ambiguity and accountability may also facilitate interview talk and interaction by requiring elaboration.

**Ekaterina Protassova, Anita Novitsky, & Arto Mustajoki**

***Overcoming conflicts: Misunderstandings and building of a common ground in mixed Finnish-Russian marriages***

[contribution to the panel *Language and identity in transnational marriages*, organized by Heyse Petra]

Years of post-Soviet societal development have allowed interdisciplinary researchers to understand social, linguistic, identity and juridical impacts that are delivered from intermarriages. We can predict some results of this phenomenon, but we still have trouble to manage intercultural communication that includes ethics. Intermarriages outside Russia where one of the partners is Russian have been studied by L. Visson, E. Zhuravleva, N. Krylova, C. Zbenovich, V. Moin & M. Schwarz, L. Barth & L. Meyer, M. Perotto, A. Pavlenko, E.S. Cohen & S.A. Rogovin. In Finland, the previous research was conducted by P. Pöllänen, L. Ruohola, K. Hämäläinen, S. Silvola, R. Warkentin & M. Mikkonen. Special attention has been given to children and to women, yet not to the intra-family communication and negotiation of values. Such investigations are very important, e.g. because of the recent juridical cases, involving different views of education in Russian and

Finnish parents. Finland might negotiate a bilateral treaty regulating the rights of the parents in mixed Russian-Finnish marriages; until now, the concept of equal treatment was not explained in the light of pragmatics.

Transnational, or bicultural, or mixed marriages are no more exotic, but a reality of the everyday life, growing consistently in statistical numbers ([www.tilastokeskus.fi](http://www.tilastokeskus.fi), [www.migrationinstitute.fi](http://www.migrationinstitute.fi)). Out of all the marriages in Helsinki, almost one fourth is marriages where at least one partner has a non-Finnish nationality. The divorce rate in mixed marriages is still nearly three times greater than in Finnish-Finnish partnerships. The young people consider the possibility to search for a life companion someone in the international light. Globalisation is entering homes through the close relationships. Moreover, the international couples become more different shapes regarding age, sex, professional occupation, attitudes etc. Each of the pairs has its own reasons to live together, among which are often love, care about children, contract, comfort, satisfaction of different needs. The question of ethnic background and stereotypes often arose, e.g. as a possible explanation of the discontent, disappointment, and disillusionment. Big problems can come, when participants of this life project cannot formulate what the reasons for their being together are and whether they have something to share. At present, voluntary non-profit and non-governmental organisations are trying to help and arrange peer-group support for such couples.

Our database is formed by pair and group interviews; longitudinal observations; questionnaires for bilingual families with children; recordings in families; internet-forum discussions. Additionally, we compare the Finnish experiences to that in other countries.

To analyse data, we apply theories of bilingualism, miscommunication, and cross-cultural communication. The goals of the present study are to characterize successful and unsuccessful communication patterns, to describe attention addressed to children and attitudes towards transmission of the own language and culture to the child. Moments of immigration, ethnic identity and mixed identity construction, partnerships, hybrid cultures, and family values become evident in our analysis. Stereotypes concerning dress-codes, culinary, typical male and female behaviour, prejudices towards psychological features were discussed.

**Cornelius Puschmann,**

***The Pragmatics of Retweeting: A Case Study of Academic Uses of Twitter***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

Microblogging formats such as Twitter (Java et al., 2007) are among the newer additions to the CMC genre ecology and have risen to significant popularity in recent years. Twitter allows users to post messages, point to web pages and communicate both publicly and privately with others. Messages (tweets), which may not be longer than 140 characters, are posted either via [twitter.com](http://twitter.com) or through a Twitter client software, many of which are available on mobile platforms such as the iPhone and Google Android. From a reader's perspective, Twitter creates a composite stream of the posts of users that the reader is following (the all friends view). Users communicate with each other by sending direct messages (which are private) or by using the @ character followed by the user name of the addressee (such messages are public and appear in the all friends view of users following both the sender and the recipient). Two additional strategies make it easier to become aware of tweets by users one is not following: the use of hashtags and quoting the tweets of others (retweeting).

Twitter is increasingly studied by researchers from a variety of fields for its role in the proliferation of news, online activism, public debate and popular culture. Specific communicative strategies such as @-messaging (Honeycutt and Herring, 2009) and retweeting (Boyd et al., 2010) have also been investigated. My presentation will explore the practice of retweeting in the specific context of academic conferences, using four hashtag-based datasets as its basis (#MLA09, #www2010, #geoinst, #dcmi2009). Boyd et al. (2010) convincingly argue that beyond simply passing on messages for the sake of their informativeness, retweeting plays a crucial role in mediating relationships between the retweeter, his/her followers and the retweetee. Users who are frequently retweeted can be assumed to receive attention beyond the circle of their immediate followers, which can either be interpreted as a sign of popularity or as an indicator of the value of their contributions to the community. I will approach the object of study by intersecting social network analysis with a linguistic-qualitative assessment and conclude by arguing for the face-enhancing quality of retweeting in academic settings.

Danah Boyd, Scott Golder, and Gilad Lotan. Tweet, tweet, retweet: Conversational aspects of retweeting on twitter. In Proceedings of the 43rd Annual Hawaii International Conference on System Sciences, 2010.

Courtenay Honeycutt and Susan C. Herring. Beyond microblogging: Conversation and collaboration via twitter. In Proceedings of the 42nd Hawaii International Conference on System Sciences, 2009., pages 10, 1, 2009. URL <http://dx.doi.org/10.1109/HICSS.2009.89>.

Akshay Java, Xiaodan Song, Tim Finin, and Belle Tseng. Why we twitter: understanding microblogging usage and communities. In Proceedings of the 9th WebKDD and 1st SNA-KDD 2007 workshop on Web mining and social network analysis, pages 56–65, San Jose, California, 2007. ACM. URL <http://portal.acm.org/citation.cfm?id=1348556>.

**Uta Quasthoff,**

### ***Adults' listener activities in children's story-telling: Interactive patterns as developmental mechanism***

[contribution to the panel *Interacting with and responding to narratives*, organized by Norrick Neal R.]

The co-construction between speaker and listener, narrator and recipient in narration by now has become a topos in Conversation Analysis. In many domains of narrative interaction, however, we still do not know how exactly the participants' mutual shares in the joint achievement are organized. Moreover, in contrast to the co-construction of narrative processes among "members", the ordered interplay between children's story-telling and adults' listening activities presents a special challenge for the achievement of mutual understanding and thus at the same time for reconstructive analyses.

Previous work (Quasthoff 1997) has shown that the adult listener's share in the joint accomplishment of mutual understanding in children's story-telling has – in addition to the communicative function - a side-effect, which explains the role of interaction in children's narrative development, i.e. in the acquisition of the required global structures in sentence-transient discourse. Theoretically spoken, narrator-listener patterns between children and adults are situated in the intersection of communicative and developmental mechanisms and thus call for an interdisciplinary combination of interactive- and individual-based theories.

In the empirical analysis of dyadic narrative interaction with 5-, 7-, 10- and 14 year old children we could reconstruct regularities such as the following:

- (1) Listeners of the youngest narrators *take over* important narrative tasks;
- (2) Only in interaction with the youngest children are global sequential implications *localized*;
- (3) For the youngest children global sequential implications are *made explicit* whereas they remain implicit for older ones;
- (4) Listeners' activities with respect to the youngest children require *completeness* in the child's narrative production, whereas the older children's discourse units are steered into *detailedness*.

Embedded in this theoretical and empirical framework, the contribution will reconstruct the intertwined interactive and developmental mechanisms in a still more detailed way within a longitudinal approach: A single child's narrative interactions in two different narrative genres – narratives of personal experience and fantasy stories – are looked at in order to show the actual acquisitional process in the context of actual supportive interactive formats with different adult listeners. Thus, it will be demonstrated how the main acquisitional mechanisms of *supporting* and *demanding* are fine-tuned to the child's growing competence over a period of three years, beginning from enrolment in primary school until the end of third grade. It will also be shown, in which way differences between genres are due to differences in listener activities and in which way accordingly the developmental role of interactive patterns is performed differently. The longitudinal observations will finally be summarized into the explication of external – interactive - developmental resources, which will be contrasted with internal – cognitive - resources of discourse development.

Quasthoff, Uta M. 1997, *An Interactive Approach to Narrative Development*. In: Bamberg, Michael (ed): *Narrative Development: Six Approaches*: Lawrence Erlbaum Publishers. 51-83.

### **Biljana Radic-Bojanic, Sabina Halupka-Rešetar**

#### ***Discourse Marker "znači" in Serbian***

[contribution to the panel *Discourse Markers in South Slavic Languages*, organized by Dedaic Mirjana]

Among the rare treatments of discourse markers in South Slavic languages (Mišković, 2001; Mišković-Luković, 2003; Dedaic 2005; Fielder, 2008; Dedaic and Mišković-Luković, 2010), the Serbian discourse marker "znači" has so far gone unnoticed. This marker has evolved from the lexical verb "značiti" ("to mean"). Based on a corpus of approximately 6.5 hours of recorded semi-formal student-teacher conversations, the paper analyzes the pragmatic aspects of the discourse marker "znači". The key questions that are addressed are: (a) what discursive environments "znači" occurs in; and more importantly, (b) what pragmatic effects the speakers intend to achieve by using this discourse marker.

"Znači" is found to be a parenthetical marker whose position is syntactically and pragmatically restricted (1a-b vs. 1c-f):

- (1)
  - a. Znači, sam početak neki. [*znači* the very beginning...]
  - b. Doći ćemo do tih zadataka, znači, do konkretnih detalja kasnije. [We'll get to those tasks, *znači* to the concrete details later.]
  - c. \*Ona mu, znači, je poslala pismo. [She to-him *znači* sent the letter.]
  - d. \*Uplašila, znači, se. [Scared *znači* se. = She got scared.]
  - e. \*Plavu, znači, kapu je kupila. [Blue *znači* cap she bought.]
  - f. \*Marka ne, znači, volim. [Marko not *znači* I-love. = I don't love Marko.]

The pragmatics of "znači" is explored in order to establish whether in each individual case it is used as a means of various types of reformulation, such as focusing and linking (2); exemplification (3); clarification (4); generalization (5); or summation (6):

- (2) Latice. Isto sve lepo. Znači, isto neki razvitak i boljitak. [Petals. Also everything beautiful. *Znači* also some kind of development and improvement.]
- (3) Glava je u stvari centar, znači, mozak je zadužen za, znači, bukvalno upravlja svim organima i tako tome, i ovaj isto kao glava, neko ko je zadužen za sve živo. [The head is in fact the centre, *znači*, the brain is in charge of-, *znači*, literally runs these organs and such, and, like, just as the head, someone who is in charge of everything.]
- (4) ...to znači poreklo, to jest imao je korene tamo. Znači poreklo mu vuče sa Kariba. [... that means origin, meaning he had his roots there. *Znači*, he had his origins in the Carribean.]
- (5) I njihovo prijateljstvo je cvetalo. Znači, ono, bukvalno onako. [And their friendship blossomed. *Znači*, like, literally that way.]
- (6) Glavni onaj uzročnik što znači opet dole, skroz, ispod zemlje da kažem. Znači, baš glavni problem. [The main cause, which means again down, all the way, under ground, so to say. *Znači*, really the main problem.]

### **John Rae,**

#### ***Vocal and visible displays of stance in object-centred interactions***

[contribution to the panel *Style and affect in interaction*, organized by Fasulo Alessandra]

One fundamental locus for language use is in the context of handling objects. But the manipulation of objects, is rarely value-free, rather it is saturated with matters of taste. Consequently displays of stance and affect often occur in the course of projects that involve making or moving things and participants can be seen to use a range of linguistic resource to express such things as approval/disapproval, enthusiasm/reticence (Ochs & Schieffelin (1989). A particular set of resources being the manner in which a recipient displays their monitoring of, and stance towards, something that another party has said. Whilst commensality has been a particular focus of analyses of values, affect and stance (Mondada 2009) particularly with respect to the transmission of cultural values (Ochs & Shohet, 2006; Ochs, Pontecorvo, & Fasulo, 1996), displays of stance have also been examined other domestic activities, particular with respect to the use of both vocal and nonvocal resources (Goodwin, M.H., 2006; Goodwin, 2007). The present study aims to contribute to such studies by further examination of both family and peer-interactions in which participants are concerned with tasks that involve the handling of objects. The aim is to answer the following questions: How, and in what ways, do people working together on the transformation of materials, display stance and affect as part of organizing themselves to get that work done? This paper uses Conversation Analysis (CA) to examine videorecordings of interactions in which participants are concerned with doing things with material objects. The data involve interactions involving objects that are being made by the participants (e.g. cooking or assembly furniture). The analysis shows how participants' values and asymmetries in the participants' knowledge come to the surface focusing on (1) How advice- and instruction-giving can occur as situated practices and how their delivery is interactionally organized, (2) How stance and affect are manifested in these activities. The analysis shows how multimodal resources are implicated in these activities, in particular how the positioning of objects and persons can be such that participants analysis of something can be literally a matter of their stance and other visible conduct. In conclusion, we discuss the relevance of Conversation Analysis for understanding human sociality in particular how sensitivities, values and methods are passed on, shared or managed.

Goodwin, C. (2007). Participation, Stance, and Affect in the Organization of Activities. *Discourse and Society*, 18(1), 53-73.

Goodwin, M.H. (1980). Processes of Mutual Monitoring Implicated in the Production of Description Sequences. *Sociological Inquiry* 50(3-4), 303-17.

Goodwin, M.H (2006) "Participation, Affect, and Trajectory in Family Directive/Response Sequences." *Text and Talk* 26(4/5), 513-542.

Mondada, L. (2009). The methodical organization of talking and eating: Assessments in dinner conversations. *Food Quality and Preference*(2009), doi:10.1016/j.foodqual.2009.03.006

Ochs, E. Pontecorvo, & C. Fasulo, A. (1996). Socializing taste. *Ethnos*, 61, (1/2), 7-46.

Ochs, E. & Schieffelin, B. 1989 "Language has a heart" The pragmatics of affect, *Text*, 9(1), 7-25.

Ochs, E. & Shohet, M. (2006) "The Cultural Structuring of Mealtime Socialization." In R. Larson, A. Wiley, & K. Branscomb (Eds.), *New Directions in Child and Adolescent Development Series Number 11: Family Mealtime as a Context of Development and Socialization*. San Francisco: Jossey-Bass, 35-50.

### **Toini Rahtu,**

#### ***Subjectivity and objectivity in evaluation in Finnish research articles***

[contribution to the panel *Explicit vs. implicit evaluation*, organized by Shore Susanna]

The aim of this paper is to examine evaluation in Finnish research articles. Evaluation, as understood in this paper, concerns both the evaluation of ideas put forth by the author her/himself and those attributed to other researchers or research traditions. The focus is on subjectivity and objectivity, on the one hand, and on what I prefer to term foregrounding and backgrounding, on the other.

I use the terms subjectivity and objectivity to refer to whether or not the writer is inscribed in a first person form in the evaluative expression (cf. Molino 2010; Martin & White 2005). The terms foregrounding and backgrounding are taken from literary studies (cf. Leech & Short 1981). They more or less correspond to what Martin and White (2005) and Halliday (2004) refer to as explicit and implicit realization. The paper will discuss the kinds of realization that are typical of the data, for example: *The conclusion is wrong, This conclusion must be wrong, It is clear that / It is clear to me that this conclusion is wrong* etc. The realizations in turn will be related to different kinds of writer profiles (or writing styles).

I shall also discuss how the notions of explicitness or directness and implicitness or indirectness have been or can be tied to subjectivity/objectivity and foregrounding/backgrounding in evaluation and whether or not it is feasible to see these distinctions in terms of a simple dichotomy. My preliminary view is that it would be wise to treat them as a continuum rather than as a clear cut dichotomy (cf. Halliday 2004) in text analysis.

The data of this paper is collected from a corpus of 100 contemporary research articles published in peer-reviewed journals in the humanities and social sciences in Finnish.

Halliday, M. A. K. & Matthiessen, C. 2004: *An introduction to functional grammar*. London: Arnold.

Leech, G. & Short, M. 1981: *Style in Fiction: A Linguistic Introduction to English Fictional Prose*. London: Longman.

Martin, J. & White, P. 2005: *The Language of Evaluation: Appraisal in English*. Palgrave Macmillan.

Molino, A. 2010: Personal and impersonal authorial references: A contrastive study of English and Italian Linguistics research articles. – *Journal of English for Specific Purposes*.

**Yongping Ran,**

***Metapragmatic negation as a non-denial of speaker intention***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

The standard case in languages is that negation is used to deny what is semantically expressed. However, there appears to exist a nonstandard type of negation in Mandarin Chinese, which actually functions as a non-denial of speaker intention or illocutionary forces. In this study, we take as an example the discourse pattern *bushi wo/women X ni/nimen/dajia* (“不是我 / 我们X你 / 你们 / 大家”, literally “not I/we X you”) in general, where *X* is a category of performative verbs with a negative (not positive) force or evaluative value. I call this a metapragmatic negation. For examples:

(1) *Bushi wo piping nimen*, zhe jitian de sudu shizai shi tai mang le.

not I criticize you these days DE speed really too slow PRT

*I'm not criticizing you*, but you've been really making less progress these days.

(2) Zhen de *bushi wo shuo ni*, ni shuo shuo ni ba, ni shi shime niandai de ren le, ni zai jia gua Mao Zhuxi hua.

really DE not I condemn you you say say you PRT you COP what times DE man PRT you at home hang Chairman Mao portrait

*I'm not really condemning you*, but you should have taken into consideration what times you're in and the appropriateness of having hung the portrait of Chairman Mao on the wall of your home.

The discourse pattern is a semantic negation on the metal level. The speaker is making an explicit statement of “NOT performing the act of *X*” or “it's NOT I/we who *X* you”. However, the act of *X* is pragmatically performed. By so doing the speaker conveys an implicit intention by performing *X* in context, that is, the use of the discourse pattern is pragmatically a performative rather than a negation. In interaction no hearer takes it as a negation although the construction contains a negation marker. This phenomenon may be considered unique both structurally and pragmatically in language use.

In this study some descriptive features are discussed about metapragmatic negation and its variants of *bushi wo/women X ni/nimen/dajia*. Further discussions include how this expression conveys speaker intention and what illocutionary forces are presented with focus on interpersonal motivations. Interpersonally, the discourse pattern can be considered a rapport type minimizing device which mitigates what is performed and makes it less offensive or face-threatening to the hearer. In general, the discourse pattern can be approached from different pragmatic perspectives.

**Geoffrey Raymond, Gene Lerner**

***The Body and its Multiple Commitments: Towards a Sociology of the Body-in-Action***

[contribution to the panel *Numbers in (inter)action: How the number of participants matters for the organization of talk-in-interaction*, organized by Bolden Galina]

In his discussion of Footing, Goffman (1981: 133), notes "Once the dyadic limits of talk are breached, and one admits bystanders and/or more than one ratified recipient to the scene, then "subordinate communication" becomes a recognizable possibility: talk that is manned, timed, and pitched to constitute a preceivedly limited interference to what might be called the "dominating communication" in its vicinity." In these and other places (cf. Goffman's discussion of "byplay" 1981:134, and "multiple involvements" 1963:43) Goffman mostly highlights the communicative possibilities afforded by multiple concurrently unfolding activities; he pays less

attention to the complex demands their contingent, moment-by-moment coordination poses for participants. This paper explores a range of practices through which participants coordinate their involvement in two concurrently prominent unfolding activities. We explore these matters (initially) by describing a range of possible relationships between such activities, noting that they can be conducted concurrently, or they can intersect with one another. After noting a range of ways in which multiparty intersecting actions can be managed, we primarily focus on one of these: interjected action, explicating how participants exploit a range of formal resources for adjusting action to manage multiple involvements that entail or occasion simultaneous (or overlapping) demands on (a) the embodied resources necessary for sustaining them (whether mouths, hands or other body-parts), (b) the material space in which they are conducted, and/or (c) forms of social organizations (such as turn-taking for talk) that structure opportunities for acting within it. At such junctures, participants can exploit the possibility for adjusting action (afforded by the temporally, as well as sequentially, unfolding character of conduct) as a method for distributing "involvement" -- that is, for realizing in material form the abstract social commitments, obligations, interests, and the like, posed by the courses of action in which they are enmeshed.

**Silke Reineke, Arnulf Deppermann**

***Ascription of shared knowledge as an implicit means of avoiding divergence***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

Maintaining and creating intersubjective reality is fundamental to every instance of talk-in-interaction. Therefore interactants refer to existing and create new shared knowledge which adds to their *common ground* (Clark 1996). Shared knowledge, however, is not only necessary for accomplishing understanding and intersubjectivity in interaction. Its ascription is also used as a means of pursuing a speaker's interactional goals by suggesting that they are rooted in a shared cognitive world-view which is held to be morally and pragmatically implicative. The paper sets out to show how referring to shared knowledge can be used as an implicit rhetorical resource to pursue a hidden agenda in conversation.

A very obvious example of this use of shared knowledge is from our corpus of doctor-patient interactions: The doctor proposes an operation of a malign tumor; instead of overtly disagreeing with this proposal, the patient's husband responds by saying that everybody knew that an operation would make the cancer worse and would only be the very last step in a cancer therapy. In terms of topical argumentation analysis (Kienpointner 1992), ascribing shared knowledge is a rhetorical strategy of pragmatic argumentation, in which shared knowledge figures as a premise A (operating cancer makes it worse / is the very last step) that demands an action B (no operation) as its consequence. Ascriptions of shared knowledge ("it is known to everyone that...") thus are designed to implicate that the mutual agreement presupposed by the ascription of shared knowledge should also apply to the shared pursuit of the interactional goals of the speaker as its conclusion.

Substantiated by the data we show that instead of overtly disagreeing with a proposed action, speakers can refer to shared knowledge as a premise for a contrary action. The contra-factual ascription of shared knowledge (i.e., without having negotiated it in previous turns) is a device of pursuing one's own interactional goals while officially remaining collaborative. In this way, it can be used as a device to pre-empt a potential upcoming disagreement or rejection, or – as in the example above – as a means of indirect rejection which avoids direct confrontation by explicitly stressing solidarity. By proposing that a premise is mutually known, speakers avoid epistemic struggles in terms of who's view is the more authoritative (Heritage & Raymond 2005) and make it hard for the addressee to deconstruct and contest the premise-like ascription of morally obliging common ground.

Drawing on instances from corpora of natural conversation and institutional interaction, we will analyse the basic interactional and rhetoric structure of ascribing shared knowledge. We will discuss how it is treated in the following course of interaction, in what ways it constraints the addressee's possible actions and what happens if the presupposed shared knowledge is moved from the unofficial to the official business by explicitly being negotiated.

**Martin Reisigl,**

***Political speeches in the era of internet – A critical politolinguistic approach***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

What does it mean to analyse political speeches in the era of internet from a genre-theoretical perspective? At first glance, a political speech may be regarded as a conventional political genre that can easily be grasped by rhetorical analysis. However, the analytical approach becomes more complex as soon as we recognise that the analysts themselves co-construct the data – especially if they want to analyse a multimodally embedded oral presentation of a speech – as a specimen of a certain genre they assume to be analysing and that even the genre-related categories are abstract theoretical constructions which do not mirror the research object *in toto*. The analytical business becomes even more multifaceted if we recognise – in times of computer-mediated and

internet-based political communication – that we have to distinguish between various forms of interrelated data connected with a political speech: direct observation of the oral performance of a political speech at the place where it is given provides us with primary data. The selective video-tape of a speech that is recorded from very particular camera angles is secondary data. The recorded speech as it is edited and distributed after the performance by a means of mass-communication forms semiotically even more selective tertiary data. The speech manuscript prepared in advance is a fourth form of data, and the written transcript abstracted from the oral performance with a particular degree of exactness that follows analytical interests has to be seen as a fifth form of data.

This manifold intergeneric interplay will be discussed from a critical politolinguistic point of view on the empirical basis of Obama and McCain's acceptance speeches given at their parties' national conventions in 2008. The analysis aims to reconstruct some important reasons for which Obama won the last US presidential election. The systematic comparison will focus on the video-mediated representations of the speeches accessible on the homepage of the "New York Times". It will concentrate on verbal and non-verbal linguistic features as well as their interplay.

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Reisigl, Martin (2008): Analyzing political rhetoric. In: Wodak, Ruth, Krzyzanowski, Michal (eds.) (2008): *Qualitative Discourse Analysis in the Social Sciences*. London et al.: Palgrave. pp. 96-120.

### **Marc Relieu, Christian Licoppe**

#### ***Multiactivity in technical assistance calls***

[contribution to the panel *Multi-activity and fractured ecologies: articulations between language, actions and remote settings*, organized by Relieu Marc]

Current research often associates multi-tasking behaviors (1) with the fragmentation of tasks experienced by individuals submitted to an increased load of varied communicative demands, (2) with the distribution of his attention between these different tasks, and (3) with the kind of emergent organization which characterizes such a distribution of attention. The increasing use of video records in Conversation Analysis (CA) ; particularly in the field of Workplace Studies (Suchman, 1996; Luff, Hindmarsh, & Heath, 2000), has helped to the development of an analytic focus on the multiple resources on which the complex and interwoven stream of activity build in complex settings such as "coordination centres" (Suchman, ). In settings such as call centres, which are characterized by multiple possible foci of involvement (in the call itself, in using computer software and paper documents to manage the case and record it, to similar activities going on in neighbouring work positions, etc., video recording has made possible the study of the fine grained of the distribution of the teleoperators multiple foci of involvement, before and after the calls (Whalen 1995, Relieu et Licoppe 2005, Whalen, Whalen & Henderson, 2002, Mondada 2008). The teleoperator's activity, has been described as a "choreography" (Whalen, Whalen & Henderson, 2002) combining resources emerging from the phone conversation and material opportunities in the work environment. Such studies have also looked at how multi-activity constituted a relevant oriented-to analytical resource to account for the sequential organization of the call, mostly at two levels : the construction of turns, and the also the kind of inferences made by callers with respect to the actual or possible activities of teleoperators (such as keyboard noises in Zimmerman 1992).

The kind of multi-activity which will interest us here is an emergent feature in a call the reason for which is a request for technical help. Such calls are interesting and highlight other types orientation towards multi-activity in call center phone conversations for the tele-operator, in order to treat the problem, must often induce and assist the caller in intervening on a device, whether a vacuum cleaner or in the present case a modem. Such calls therefore involve the collaborative arrangement of the caller's environment through talk-in-interaction. Such sequences may concern the caller and the tele-operator only, as in cases in which the latter asks the former to perform some operation on his computer, but also other parties at the caller's location. In such more complex cases, multi-activity appears as a relevant resource for the sequential organization of the call and we we will analyze in detail a three-party instruction-based sequence. We want to show how the progressivity of instruction sequences may combine with the multiple material resources and interactions with the third party which the caller must manage to execute the instructions given as the conversation proceeds. The multi-activity (of the caller) then becomes a characteristic and relevant feature for the organization of the conversation itself, which is introduced in the conversation and contributes to its unfolding.

### **Josh Reno,**

#### ***Humanness and 'Unnatural' Language Development***

[contribution to the panel *The Limits of Agency: Exploring the Interface between Semantic and Social Constructs of Agency*, organized by Mayes Patricia]

Language represents a difficult problem for post-humanist theoretical approaches – such as Actor-Network Theory – which endeavor to establish symmetry between various kinds of actors without presupposing what sorts of distinct abilities they may possess (see Callon 1991; Latour 2005). However, because of the centrality of assumptions about linguistic action for conceptions of what counts as human, those who wish to challenge the non-human/human boundary cannot avoid asking, “who speaks?” This paper explores the development of assisted or “unnatural” speech in children with autism, other primates and artificial entities. I follow Charles Goodwin’s (1995, 2000, 2006) innovative work documenting the co-construction of conversational meaning out of interactive contexts that give impaired speakers the ability to rely on the linguistic resources of their interlocutors. Where Goodwin’s work focuses on an aphasic speaker who once had full linguistic capacity, I examine situations of language use where, paradoxically, the necessary bio-physical and/or socio-cultural resources thought necessary for its development are completely lacking. The language learner may lack human DNA (a chimpanzee or gorilla), close social ties and sufficient cognitive plasticity (a severely autistic child) or both (an Internet bot), and yet in all three cases an artificial platform of materials, devices and practices makes up for deficits, enabling varying degrees of linguistic and proto-linguistic skill. I describe these assistive forms as linguistic equipment in order to highlight the distributed nature of socio-cognitive competencies (Cowley 2003, 2007) and to question the idea that linguistic ability is ever so internalized that it cannot be lost or suppressed. The paper begins with a discussion of the author’s relationship with his non-verbal son, documenting the ways in which their interactions during sensory play and at mealtimes are meaningfully co-constructed through interactional cues and symbol exchanges as part of a “Picture Exchange Communication System” (or PECS). The paper then uses evidence from chimpanzee studies using lexigrams for syntactically elaborate communication, identifying similar tensions at work in the attribution of agency and responsibility. Finally the paper moves on to consider similar boundary maintenance issues associated with CAPTCHA-breaking internet bots, programmed to mimic linguistic competence in order to seem human and spread malware and viruses. Attempts to establish socio-material platforms for alternative linguistic competencies generate tensions surrounding questions of who is really speaking and what it means to seem human. In all examples, the greater the success in compensating for linguistic deficits, the more distributed the linguistic encounter, the greater controversy surrounding “voice” or the figuration of social personae. I argue that ideologies of innate human communicability (Briggs 2005) and of communication technologies as inferior bodily prostheses (Axel 2006), mediate interactions between “unnatural” language learners, their interlocutors and various publics and that, consequently, the use of assistive platforms raises uncomfortable questions (and inspires creative solutions) surrounding linguistic agency. If talk is “unnaturally” equipped, then how can responsibility for speech utterances be allocated, how can competency be determined, and in what ways might this unfairly downplay the contributions of the “unnatural” learner?

**Markus Reuber, Chiara M. Monzoni**

***Unilateral and bilateral approaches in making psychosocial attributions to patients with MUS: A conversation analytic study***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

Medically unexplained symptoms (MUS) constitute one of the most common reasons for which patients seek advice in the neurology clinic. Patients with MUS feel that their symptoms are largely physical, while doctors consider these as the manifestation of emotional and psychological distress. The marked dichotomy between doctors’ knowledge and patients’ illness theories makes these consultations extremely challenging for doctors who are faced with patients’ resistance especially when they suggest that the symptoms may have a psychosocial aetiology.

Based on the analysis of twenty consultations recorded by three different neurologists, we will describe different approaches which doctors may use to describe the psychosocial aetiology of MUS and the different interactional consequences their techniques have in interaction.

We will distinguish between unilateral and bilateral approaches. In a unilateral approach, doctors provide explanations through which the causes of the illness are discussed in rather general terms. Possible psychosocial causes are not specifically attributed to the particular patient. By not directly involving patients in these explanations, doctors make this activity less face-threatening and concurrently make it more difficult for patients to react with overt resistance. By contrast, doctors may employ a more bilateral approach through which they directly involve the patient in the discussion of the possible causes of their symptoms. This technique involves the generation of psychosocial attributions which are specific to a particular patient’s situation. In order to make specific psycho-social attributions, doctors can use information previously volunteered by patients which patients may, but need not, confirm or disconfirm. Specific psychosocial attributions may also be made through resources similar to those found in psychotherapeutic contexts: attributions are produced in interaction as the upshot of question-answer sequences aimed at eliciting information about the patients’ actual psychosocial state. Even though direct and specific psychosocial attributions are potentially more face-threatening for patients, these

attributions put patients in a position to confirm or disconfirm them, thus overtly accepting or rejecting the doctors' explanations.

Unilateral approaches make it easier for doctors smoothly to move on to advise psychological treatment, even when faced with passive resistance. However, patients' doubts may remain unconvinced without having an opportunity to discuss their uncertainty with the doctor. Bilateral approaches are more likely to produce overt resistance by the patients, but allow doctors to address patients' doubts or concerns during the encounter.

**Jennifer F. Reynolds,**

***Refracting Articulations of Neoliberal Citizenship in Guatemala***

[contribution to the panel *Figuring Citizenship: Children & Youth's Communicative Practices and the Cultural Politics of Citizenship*, organized by Reynolds Jennifer F.]

Contemporary studies of postwar Guatemala examine how Mayan peoples seek to reckon the war and reconstruct livelihoods and communities even as pervasive patterns of structural violence deepen (Nelson 2009; Smith & Offit 2010). The majority of Guatemala's population comprises indigenous children and youth under the age of 18. Many are recruited to sectors of the economy created by neoliberal political economic policies, which promise a prosperous future and require flexible, self-governing subjects, who shoulder all the risks (Benson & Fischer 2007; Goldín 2009). This creates a contradictory experience of subjugation in the moment youth encounter multiple "freedoms;" they are 'freed' from war, 'freed' to sell their labor, and 'freed' to govern themselves (Ong 2003).

In this paper, I engage this scholarship in examining the experiences of a network of children and youth from the town of San Antonio Aguas Calientes, a highland Maya town heavily dependent on making, buying and selling handicrafts to international tourists. I analyze their meta-communicative displays of Guatemalan neoliberal citizenship. This generation [ages 4-19] did not directly experience the state sponsored violence, but bore witness to the deteriorating socio-political and economic consequences – impunity and corruption, a soaring violent crime rate, trafficking of all kinds, vigilante justice, and increasing transnational migration. In the midst of quotidian situated activities like a game of marbles, socio-dramatic play, encounters with rival peers in the street, and in family mealtime discussions, children and youth drew upon mass-mediated modes of communication as well as discursive structures organizing nationalist discourses and rituals, folklore, rumor, and nicknaming practices. I will argue, following Ong (2003, 2006), that these postwar imaginative expressions are instances of how this generation articulates and "negotiates citizenship in conditions of displacement [...] within particular assemblages of market rationalities, politics, and ethics" (Ong 2006:17). Specifically, I examine how children and youth 'refract' (Bakhtin 1981) discourses via these exchanges. The ways they exploit semiotic ambiguities and shift alliances, are part and parcel of how Antonero youths and children cultivate inherent contradictions in daily life and refract circulating discourses characterizing neoliberal citizenship. The social meanings inhere in the way children and youth give voice to their experiences and in the forms of social organization that are actualized through their engagement.

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Smith, Timothy J., and Thomas A. Offit (2010) Confronting violence in postwar Guatemala: An introduction. *The Journal of Latin American and Caribbean Anthropology* 15(1):1-15.

**Edward Reynolds,**

***Overcoming the analyst's problem: Researching lies in conversation analysis and ethnomethodology***

[contribution to the panel *Lies and Liars: A Conversation Analytic Approach*, organized by Bilmes Jack]

Despite the common occurrence of lies in our everyday lives scant research in conversation analysis or ethnomethodology has investigated lying. This paper discusses the various reasons for this dearth of CA/EM research on lying, detailing the various problems with data collection and analysis involved in doing CA/EM research into lying. This paper also presents a data selection method for CA/EM research to allow the principled investigation of lies in everyday life.

With the collection of data being of central concern when attempting to study lies, the issue of criteria with which to select lies becomes problematic when using an EM/CA approach. Lies by their very nature are

concealed by liars. Traditional approaches have relied on experimental manipulations or definitions of lying in order to construct their collections of lies, however definitions and experiments are divorced from participants' real lives and represent an analyst's construct. Thus, EM/CA investigations require a wholly different approach to selecting cases where it can be demonstrated *from the participant's* perspective that a lie has occurred. The data for this discussion is drawn from television sources, the observational police documentary show *COPS*, a UK daytime television talk show *The Jeremy Kyle Show* and the comedy panel show *Would I Lie To You*. Using this data this presentation presents three participant focused criteria which may be used as a basis for selecting cases; i) agreement by the lie-teller that a lie has occurred; ii) the explicit labeling of talk as a lie by other participants; and iii) the 'revision' of a prior action by a lie-teller, thereby changing the prior 'lying' course of action, in a 'lie relevant' environment (i.e. changing your story). These criteria, while not exhaustive of methods members use to construct prior talk as lies, they are nevertheless some examples of ways *participants* themselves select and identify instances of lying. Thus, these three criteria represent an empirically rigorous basis for selecting instances of lying from data. While not without its shortfalls—namely that only 'bad' lies get caught—this new approach to investigating lying adheres to the EM/CA principle of studying member's methods and using those members' methods as analytic resource.

**Davide Ricca, Jacqueline Visconti**

***Left periphery and semantic change: On the development of the Italian expressions of truthfulness *invero, davvero, veramente****

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by BeechingKate]

We investigate the role of the left periphery of the clause in the development of the Italian expressions of truthfulness *invero, davvero, veramente*. These expressions, originating as univentions or derivations from the base *vero* 'true/truth', are synonymous in Old Italian, but undergo strikingly different paths in their evolution. In Old Italian, they occur as modal adverbs confirming the propositional content of a sentence. In these uses, they belong to the sphere of objective modality. See e.g. an instance of *veramente*, the most common of the three:

1. Non sapea Benedetto che **veramente** fosse lo di di pasqua [D.Cavalca, before 1342].  
'Benedict did not know that it **really** was Easter day'.

However, early in the history of Italian the same items extend to more subjective uses. In particular, they are found as enhancers of the illocutionary force, as can be seen in (2), where they stress the sincerity of the speaker (cf. De Cesare 2003: 218-223):

2. **Veramente** per mio giudizio, quale egli si sia, ella merita tutte quelle lodi che a donna eccellentissima dar si possano [...]. E io **invero** parole non trovo che la sua grandezza [...] sappiano agguagliare [M.Bandello, before 1554].

'**Truly** in my opinion, for what it may be worth, she deserves all the praise that can be given to a most excellent lady [...] And I **really** cannot find any words that may equal her greatness'.

With this confirmatory value as speech act adverbs, they mostly occur at both the left and the right periphery of the clause (*davvero* being more frequently used at the right periphery):

3. - Non è pregna, **davvero!** [A.Caro, 1543]  
'- She is not pregnant, **really/I swear it!**'

From the XVII century onwards, however, *veramente* alone develops a new use, acting at the illocutionary level with an 'attenuating/rebuttal' function (= 'truth being told / to be honest'). Such a shift from the confirmatory to the rebuttal use of *veramente* is argued to be favored by negative and adversative contexts, such as (4) below:

4. - Adesso avete padrone?  
- Adesso... **veramente** non l'ho. [C.Goldoni, 1746]  
'- Do you have a master now?  
- Now... **Actually**, I don't have one'.

*Invero* seems to partially share the evolution of *veramente* 'to tell the truth', but also displays features on its own, reaching a more grammaticalized status in the sequence *invero ... ma* and the like, where it assumes a concessive orientation, much like the etymologically analogous instance of German *zwar ... aber*.

In the more intersubjective use of *veramente* (cf. e.g. Traugott 2010: 35), which is completely excluded for *davvero*, positioning at the left periphery appears to play a crucial role, thus suggesting that the left periphery has not only the function of anchoring the utterance to the preceding context, but also the less recognized function of favoring the development of new interpersonal functions.

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Traugott, E.C. (2010), "Revisiting subjectification and intersubjectification". In K.Davidse, H.Cuyckens and L.Vandelanotte (eds.), *Subjectification, Intersubjectification and Grammaticalization*. Berlin: Mouton de Gruyter, 29-73.

**Marie-Eve Ritz,**

***The 'hot-news' perfect: New information and the semantics/pragmatics interface***

[contribution to the panel *Perfect evolution across languages and dialects: Semantic change and pragmatic motivations*, organized by Rodriguez Louro Celeste]

One of the traditional ‘types’ of perfect is often referred to as the ‘hot news’ perfect (McCawley, 1971, 1981, Comrie, 1976) and is used (i) to indicate that the information transmitted is new and thus very recent (example 1), or (ii) to transmit even old information to a hearer if the latter is not aware of it (Comrie, 1976: 60, example 2).

(1) The president has (just) resigned.

(2) The war/World War II has ended.

While this type has often been collapsed with that of ‘perfect of result’ (e.g. Fenn, 1987) it has been the subject of less attention in the literature than other types of perfects. Exceptions include Katz (2003:14) who proposes that “[t]he ‘hot news’ effect...comes from simultaneously asserting that an event has happened and presupposing that the hearer takes it to be possible that such an event might still happen in the relevant future.” However, it is difficult to see how such an analysis can account for totally unexpected news, often presented in the perfect in newspaper articles and other media, for example.

The present paper explores hot-news effects in order to relate them to the semantics and pragmatics of the perfect more generally. It examines hot-news uses in standard English as well as extensions of perfect usage in a corpus of spoken narratives in Australian English (Engel & Ritz, 2000:134, example 3, Ritz & Engel, 2008), and police media reports (Ritz, 2010), where mirative meaning is frequently conveyed.

(3) And so he’s jumped the fence with a few friends, and went over to the lion enclosure and he’s dropped his mobile phone into the lion enclosure. (Triple J radio Sydney, 22 March 2000)

The analysis proposed here assumes the perfect of result is prototypical of perfect/current relevance meaning (following Dahl, 2000, Mittwoch, 2008 and others), and is closest to the resultative construction it originated from diachronically. “Strong resultative” perfects (Mittwoch, 2008) obtain when verbs expressing a change-of-state are used, as in “James has broken his arm”, where the state of James’ arm being broken is the most direct result of the breaking. It will be argued here that such perfects express a change from a presupposed opposite state (the arm not being broken) due to the type of verbs involved, and that the notion of change is part of the meaning of perfects, more generally. When verbs used do not express change themselves and are not telic, the perfect can be seen as generalizing the notion of presupposition to that of “known information” in the conversational background, and to indicate to a hearer a change in this common background from this presupposed information to information inferred from the result state expressed by the perfect clause (following Nishyama & Koenig, 2010). Different effects obtain with different types of perfect, and it is proposed that the generalization of the initial lexical presupposition may also account for the relaxation of current relevance requirements, as described by Dahl (2000:391), and also explain the types of extensions observed in Australian English.

**Celeste Rodriguez Louro,**

***Out-of-the-box pathways: Pragmatic nuances and the Present Perfect in Argentina***

[contribution to the panel *Perfect evolution across languages and dialects: Semantic change and pragmatic motivations*, organized by Rodriguez Louro Celeste]

Periphrastic past constructions across the Romance languages (e.g., the Spanish Present Perfect (PP) consisting of *haber* + participle form) have been described by Harris (1982: 49) as belonging to one of four discrete developmental stages, with the present perfect encoding: (i) resulting state (e.g., Calabrian); (ii) duration into speech time (e.g., Mexican Spanish [MEX], Portuguese); (iii) current relevance (e.g., Peninsular Spanish); (iv) and (definite) past situations (e.g., French). However, Amaral & Howe (2009) show that – although grouped together under ‘Stage 2’ in Harris’ typology – the Portuguese PP is semantically distinct to the MEX PP. Similarly, the claim that the Argentinian Spanish (ARG) PP is favoured in durative contexts in a way akin to MEX (e.g. Lope Blanch 1972: 138; Squartini & Bertinetto 2000: 413) has been challenged by Rodríguez Louro (2009) who shows that – not only is the PP minimal in durative contexts, where the Preterit prevails – but the so-called continuative uses of the PP display an apparent disconnection to the here-and-now. More recently, Howe and Rodríguez Louro (2010) have explored the linguistic constraints on PP and Present Tense variation in continuative contexts (as determined by co-occurrence with the durative adverbial phrase *desde hace*) and have shown that MEX significantly favours the PP in continuative settings, while ARG does not.

In continuing to establish PP distribution across Latin American Spanish varieties, I explore linguistic constraints on PP use in ARG and compare these against findings for MEX (as established by Schwenter & Torres Cacoullos 2008). A multivariate analysis of 1434 ARG Preterit and PP tokens stemming from 20 hours of oral interaction shows a favouring effect for the presence of proximate and frequency adverbials (e.g., *este año* and *nunca*) and subordinate clauses on ARG PP usage. Plural objects and atelic predicates contribute a statistically significant result to MEX PP use but are irrelevant to ARG PP choice. The comparative data show that, while the MEX PP may indeed be placed at Harris’ ‘Stage 2’ given the significance of plural objects and atelic predicates on PP choice, results for the ARG PP do not warrant such an inclusion. Additionally, the

favoring effect of subordinate clauses on ARG PP use relate to Lindstedt's (2006: 270) view of the PP as belonging to the 'world discussed', rather than the 'world narrated'.

I argue that the indefinite past meaning of the PP (as presented in Rodríguez Louro 2009) stems from the conversational contexts in which this form occurs most often. My proposal agrees with the idea that meaning changes are firstly "pragmatic and associative, arising in the context of the flow of speech" (Hopper & Traugott 2003: 76). More generally, cross-dialectal comparison using naturally occurring conversational data allow us to better understand PP variation. Harris' typology – although influential – is presently unable to account for the richness of cross-linguistic present perfect potential and use. Here, I suggest that pragmatically motivated variation requires thorough investigation considering that long-lasting semantic change starts humbly at the beginning via pragmatic inferencing and association.

### **Malin Roitman,**

#### ***The pragmatic functions of negation in French political debates***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

The aim of this paper is to present my on-going study dealing with functions of standard negation *ne ...pas* in French political debates. The material consists of the five televised final French presidential debates between the years 1974-2007.

Within the frame of this project, two studies have already been carried on the last two debates: (Roitman 2009, Roitman & Sullet-Nylander 2010). The result of these pre-studies have shown five main argumentation functions of standard negation, all of them reflecting the concept of negation within pragmatic studies as an operator engendering a "pragmatic presupposition", i.e. that a negative utterance engenders an underlying implicit affirmation that is, simultaneously, refuted (Ducrot 1984, Givón 1978, Horn 1989, Levinson 1983, Moeschler 1992).

The encountered functions from these preliminary studies on the political debates tell us that negation works as a tool for argumentation and is used 1) interactively in dialogs between the two candidates, to refute an argument conveyed by the other candidate in that moment: "I'm not loosing my temper!"; 2) to refute the other candidate's argument and political standpoint "The 35-hour week is *not* responsible for all damages in the world"; 3) to declare moral truths, *doxas*, by refuting unmoral standpoints: "I won't hide behind taboos"; 4) to bring up, indirectly, arguments that could, further on, be used against the candidate in question: "I *don't* say that every step of that reform was a success" and finally 5) to disqualify the act of argumentation of the other candidate: "you *won't* win any points using these arguments". The aim is to develop this analysis by examining whether these functions also appear in the earlier debates (1974-1988), whether there are linguistic criteria (anaphors, contrastive elements, etc.) supporting these pragmatic functions, and finally how the different functions are distributed from candidate to candidate and from time to time.

The following questions are asked: What can the functions of the negations in these debates tell us about argumentation? What can they tell us about argumentation in French political debates? What do they tell us about the pragmatics of negation, in general? What are the main differences between the way negations function in the five different debates and between the 10 different candidates? Is there any relation between the use of negation as a tool for refuting other arguments and the outcome of the election?

This analysis will be carried out within French enunciation theories, more specifically theories of polyphony, dialogism and discourse analysis (Adam 1992, Ducrot 1984, Bres 2005, Maingueneau 2007, Nølke *et. al.* 2004), within pragmatic studies on politics and media (Fowler 1991, Chilton 2004, Charaudeau 2008, Fairclough 1995), within pragmatic studies on negation and refutation (Apothéloz 1992), with a glimpse on rhetorics in political texts (Amossy 2009).

### **Federico Rossano**

#### ***Communicating without words: The design and recognition of first actions in great apes***

[contribution to the panel *First actions: Design, ascription and recognition*, organized by Matylda Weidner & Tanya Romaniuk]

In this paper I address three different aspects of first actions in the communication of non-human primates (i.e., orang-utangs, bonobos, and chimpanzees):

- 1) What semiotic resources are mobilized to produce signals recognizable as first actions by recipients?
- 2) In what ways are such actions designed for specific addressees?
- 3) To what extent can these actions be seen as making response conditionally relevant, as is the case for verbal first actions in humans?

I explore each of these questions by focusing on the specific first actions of *offers* and *requests* in the context of food sharing. Beginning with a comparison of human communication and that of other primates, I discuss how offers and requests are implemented without words. My analysis starts from actions and their sequential organization, rather than from specific gestural forms investigated out of context. In particular, I consider the

extent to which non-human primates rely on contextual inferences to make sense of what kind of action is being produced and what exactly is being requested. In other words, I show how they manage the issue of referential communication (e.g., *I want X*) without using words or pointing and how they deal with a lack of response by recipient(s). Finally, I discuss the issues of accountability and normativity of actions in interaction both from comparative and evolutionary perspectives.

**Giovanni Rossi,**

***Two forms of requesting in Italian conversation***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

When making requests, speakers need to select a form from a range of alternatives available to them. In a corpus of video-recorded naturally-occurring Italian interaction, the two most common formats chosen are imperatives (e.g., *Passami il piatto* "Pass me the plate") and an interrogative construction that includes a turn-initial dative pronoun *mi* "to/for me", which I refer to as the *Mi X?* format (e.g. *Mi passi il piatto?* "You pass me a plate?").

In principle, these two forms appear to be used for requesting similar kinds of actions in similar circumstances. In everyday informal interaction between intimates, these are typically low-cost actions that are relevant to a here-and-now purpose or need (e.g., "taking", "putting", "holding"), or transfers of objects which are not owned by the recipient (free goods).

The aim of this paper is to show that, although the kinds of actions requested are just as immediate and undemanding, and although the social relations involved are often analogous, the sequences in which imperatives and *Mi X?* interrogatives occur differ in important interactional aspects, and that this is reflected in the way in which the request is formatted.

The core finding is the following. The imperative format is selected to request an action that is integral to an already established joint project between requester and recipient (such as a game, or the distribution of food at the start of a meal, or an offer sequence). On the other hand, the *Mi X?* format indicates that the requested course of action is a new, self-contained project originating from the wants of an individual.

Moreover, the occurrence of these two forms of requesting in distinctive sequential and interactional environments is also reflected in other aspects of their design. Imperative and *Mi X?* requests generally differ in the degree of common ground assumed in their construction (pronominalization and ellipsis versus full noun phrases), and in the way the beneficiary of the requested action is encoded in the request turn or explicitly oriented to in the immediately subsequent talk.

Finally, in the last part of this paper I examine the dimensions identified as relevant to the selection between imperative and *Mi X?* interrogative in relation to the linguistic properties of the forms themselves. That is, I discuss how these two resources of the Italian grammar fit with the interactional environments in which they are adopted: *joint* versus *individual* projects.

**Leonor Ruiz-Gurillo, Leonor Ruiz-Gurillo, & Belén Alvarado-Ortega**

***El humor desde la perspectiva pragmática. Análisis de monólogos y de conversaciones espontáneas en español***

[contribution to the panel *Pragmática Social: Ironía y Humor*, organized by Alvarado Belén]

En esta comunicación nos centraremos en el análisis de un corpus de humor en español, a partir de la propuesta de la *Teoría General del Humor Verbal* (GTVH), de Attardo y Raskin. Los fragmentos analizados corresponden al monólogo humorístico y la conversación espontánea. Los primeros pertenecen a un género propiamente humorístico, mientras que los segundos aparecen en una manifestación oral no propiamente humorística donde este hecho pragmático se convierte en una estrategia. De acuerdo con al GTVH (Attardo, 2001a:22-27 y 2008:108), existen seis tipos de *fuentes de conocimiento* que muestran entre sí una relación jerárquica y que permiten detectar si un texto es humorístico. Son la oposición de guiones, el mecanismo lógico, la situación, la meta, las estrategias narrativas y el lenguaje. Tal propuesta funciona bien con textos breves, como los chistes, y puede aplicarse a los textos que forman parte de nuestro corpus, aunque su análisis nos ha permitido llevar a cabo ciertas precisiones. Así, la fuente de conocimiento denominada *lenguaje* incluye las elecciones léxicas, gramaticales y fónicas de los hablantes. Ahora bien, desde nuestro punto de vista, las elecciones que lleva a cabo el escritor o hablante en un texto humorístico no son mecanismos independientes y aislados, sino un hecho del uso del lenguaje (Verschueren, 2002 y 2009): el escritor o hablante observa la gama de *variables* de entre las elecciones posibles; *negocia* en contexto tales elecciones; y, finalmente, *se adapta* a las opciones posibles que le permitan lograr su objetivo básico, divertir a la audiencia. Al tiempo, dichas elecciones lingüísticas y paralingüísticas son marcas e indicadores del humor y facilitan el proceso de inferencia (Levinson, 2000, Rodríguez Rosique, 2009), por lo que entroncan directamente con los mecanismos lógicos que ayudan a comprender el humor. De igual modo, guardan estrechas relaciones con las estrategias narrativas empleadas (género, texto y registro) y con la situación comunicativa en la que se desarrolla el texto humorístico. Todas estas matizaciones, corroboradas por el corpus, nos conducirán a una propuesta mejorada de la GTVH donde las

elecciones lingüísticas y las estrategias narrativas cumplan un papel más destacado que el que han desempeñado hasta ahora en el modelo.

**Leila Sadeghi Esfehani,**

***The narrative functions of silence in the structuring of fictions***

[contribution to the panel *The Pragmatics of Silence*, organized by Kurzon Dennis]

This paper examines several different types of ‘silence’ as meaningful absence, which leaves a trace in the signifying empty place within a text. This trace as a marker of silence is introduced in various forms. The study of meaningful silence in literature as discourse shows that this marked silence is present in any text by way of some discursive indicators. A text expresses part of its message by using words and partly by making use of silence. Silence, in fact, has an interactive role and it is also employed as a narrative technique in literature to produce a plot.

This study explores the functions of written silence in fiction. The question addressed in this study is ‘Which themes and for what discursive functions is the written silence represented in narrative?’ The study views written representations of silence as that which cannot be mentioned or is not said intentionally – what is in effect absent in a text for some reason, which leads to a number of different styles of story writing through the use of silence. The paper delineates and analyzes this kind of silence in five Iranian short fictions in terms of three themes: structural, semantic and pragmatic. Consequently, these themes will be deliberated in three syntagmatic, paradigmatic, and comitative axes to study the structure of narrative and creating the elements of a story such as Complication, Denouement, Suspense, Atmosphere and Setting by using silence. Structural silence is divided into ellipsis and cataphora. Semantic silence consists of metaphor and metonymy. Pragmatic silence, on the other hand, consists of presupposition and implication. Each of these has its specific function in fiction.

**Maria-Pilar Safont-Jordà,**

***Early requestive development in consecutive third language learning***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

Interlanguage pragmatics has adapted and adopted the main tenets of L1 pragmatics and L2 acquisition research. In this way, Brown and Levinson’s (1987) politeness theory or Leech’s (1983) account of speech acts use serve as the basis for the analysis of L2 learners. Following SLA tradition, L2 learners are all considered within the same learner group, the only subdivision may refer to the learning context, that is, whether they are learning the language in the target-speech community or not. The former case would include immigrants or second language learners, whereas the latter case refers to foreign language learners. Despite this distinction, the knowledge of more than one language, that is, the multilingual background of these learners has been ignored or scarcely dealt with. Paradoxically, there seems to be general consensus with the idea that multilingualism is now the norm rather than the exception (Cenoz, Jessner and Hufeisen, 2001; Extra and Gorter, 2008), and that even though second and third language acquisition are somehow similar, they also present important differences in terms of those processing mechanisms implied (Cenoz, 2007; Herdina and Jessner, 2002). Existing studies on EFL pragmatic development accounting for the role of bilingualism (Safont-Jordà, 2005a, 2005b; Safont-Jordà and Alcón-Soler, in press) point out the advantage of third over second language learners as far as their (i) meta-pragmatic awareness, (ii) pragmatic production and (iii) instructional gains are concerned. Nevertheless, in these studies a cross-sectional research design has been adopted and data were elicited by means of controlled elicitation instruments (i.e. DCT and role-play tasks). Kasper (2008) has argued for new methodological perspectives in IL pragmatics research that consider more ethnographic approaches and account for authentic language use. Besides, there is a need for more longitudinal studies in describing pragmatic development.

On account of the above reported needs, we present results from a longitudinal study related to the requestive behavior of a consecutive bilingual child learning English as a third language. For this purpose, we have particularly focused on the production of Catalan (L1), Spanish (L2) and English (L3) requests through a longitudinal analysis of a one-year period including ages 2.6 to 3.6. Data were obtained from diary notes and regular recordings of mother-child interaction at home and during short car trips. Research questions guiding our study state: (RQ1) whether formulas employed in L1 and L2 requests will be similar, (RQ2) whether modifiers will appear at a given age, and (RQ3) whether requests forms in L3 show more similarities with other studies on simultaneous trilinguals (Barnes, 2006), or with beginner EFL learners (Safont-Jordà, 2005). Our analysis (Wilcoxon signed-ranked test) reveals a developmental pattern that includes pragmatic differentiation (Montanari, 2009) and it also raises the importance of explicit instruction and exposure to pragmatic input. Requests produced in the L3 share some similarities but also differ from those reported in early trilingualism studies (Barnes, 2006) and child interlanguage pragmatics (Achiba, 2003).

**Scott Saft,**

***Personal Pronouns in Hawaiian Interaction: Talking an Endangered Culture Back into***

**Existence**

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

The relationship between social interaction and cultural context has been the subject of considerable discussion. On the one hand, researchers have suggested that culture, including value systems as well as religious and political aspects of a culture, influences and even sometimes determines the patterning of language. Hongladarom (2009), for example, has attempted to explain indexicality in Tibetan by referring to Buddhist principles. On the other hand, other scholars, most notably Schegloff (1997), have been critical of attempts to invoke aspects of the context not “visible” in the data to explain interaction. In such a view, analysts are expected to focus only on those details of the cultural context that emerge from the details of the interaction. This presentation revisits the relationship between culture and interaction by examining the usage of personal pronouns in a language heretofore rarely studied, namely, Hawaiian.

Hawaiian, an endangered language that is indigenous to the Hawaiian Islands, has some distinctions in its personal pronoun forms that are quite different from English. Hawaiian has separate terms for an inclusive and an exclusive “we” and it also makes a distinction between 2 referents and 3 or more referents. Thus, the term for an exclusive “we” of two people would be *māua*, exclusive three or more would be *mākou*, inclusive dual is *kāua*, and inclusive three or more is *kākou*. Given the importance placed in the Hawaiian culture on family and community (Shook 1985), one possible explanation for such a system would be the need on the part of the Hawaiians to clarify familial and community relationships. Thus, the inclusive 3 or more *kākou* would emphasize the inclusion of the referent and addressee in one community or family while the exclusive *mākou* would leave out the addressee. In this way, then, a cultural value would be the main factor determining the structure of this pronoun system.

However, although this presentation emphasizes a strong connection between personal pronouns and community, the analysis of the data, which consists of a set of interviews in the early 1970s between a Hawaiian speaking educator and elder speakers of Hawaiian, indicates that pronouns are used much more dynamically to construct, within the interaction itself, a sense of what it means to be Hawaiian. More specifically, the data show that participants employ especially the inclusive 3 or more *kākou* to explicitly connect the greater community of Hawaiians to traditional activities such as fishing and also to natural resources such as the ocean, rivers, and fish. These personal pronouns, in short, are used to (re) construct in the real time of interaction a sense of what it means to live as a traditional Hawaiian. Pronouns, therefore, rather than merely serve as manifestations of a cultural emphasis on community, are resources for discussing and even talking into existence the traditional culture surrounding the endangered language of Hawai'i.

In addition to context, discussion of the analysis focuses on the importance of studying lesser-studied languages such as Hawaiian in order to better understand the diverse ways that people throughout the world employ linguistic forms, including pronouns, to interact with their cultural surroundings.

Hongladarom, Krisadawan. 2009. Indexicality in Thai and Tibetan: Implications for a Buddhist grounded approach. *Journal of Pragmatics* 41, 47-59.

Schegloff, Emanuel. 1997. Whose text? Whose context? *Discourse & Society* 8, 2, 165-187.

Shook, E. Victoria. 1985. *Hooponopono: Contemporary Uses of a Hawaiian Problem-solving Process*. Honolulu: University of Hawaii Press.

**Junko Saito,*****Construction of Institutional Identities in Superior-Subordinate Interactions: The Case of Individuals in Subordinate Positions in the Japanese Workplace***

[contribution to the panel *Linguistic Identity Constructions in the Japanese Workplace*, organized by Minegishi Cook Haruko]

This study qualitatively examines how individuals in subordinate positions in a Japanese workplace construct multiple institutional identities in superior-subordinate interactions in the workplace.

Much previous research on workplace talk (e.g., Holmes 2006; Holmes and Marra 2004; Takano 2005; Vine 2004) has extensively explored linguistic practices of individuals in leadership positions and how such individuals construct multiple social identities in workplace interactions. In contrast, very little research has focused on the discursive practices of subordinates in a workplace hierarchy. Studies on identity construction in workplace settings are no exception. In the social constructivist approach, social identity is not given a *prior* but dynamic and variable. Given this point, individuals of lower status in workplaces presumably perform multiple social identities just as individuals in leadership positions do. Nevertheless, we still do not understand the ways in which subordinates in a workplace hierarchy linguistically construct their social identities in ongoing interactions.

This study empirically investigates how individuals in subordinate positions construct multiple institutional identities through their strategic manipulation of linguistic resources in superior-subordinate interactions. The data analyzed in this study are derived from naturally occurring interactions audio-recorded at a small corporation (a dental laboratory) in Japan. The research questions that this study addresses are (1) What kind of

social identities do individuals in subordinate positions construct when interacting with their superiors? (2) In what kind of situations are different social identities put forward? and (3) What linguistic resources and strategies are utilized to index different social identities? The analysis demonstrates that when individuals in subordinate positions respond to their superiors by giving reactive tokens, such as acknowledgement and confirmation, they have a tendency to project an identity as a *buka* (a subordinate). However, when making suggestions to, giving explanations to, or contesting their superiors, they have a tendency to project different institutional identities, such as a ‘professional’ lab technician and a sales person. In the latter case, subordinates are likely to use linguistic resources that mark epistemic stance, along with the *masu* form (the addressee honorific). The analysis also shows that individuals in subordinate positions draw on a variety of strategies, such as style-shifting, incomplete sentences, and scrambled sentences, so as to obscure the social relationships between superiors and themselves, as well as to avoid performing the role of *buka*. The findings hence indicate that by strategically manipulating their linguistic resources, individuals in subordinate positions display different facets of institutional identities on a moment-by-moment basis in a given context.

In addition, this study contributes to the examination of power relations. As Holmes and Stubbe (2003) and Thomas (1995) point out, social status is not the sole factor that determines power and authority. Even in a workplace in which hierarchical differences are salient, power is not prescribed. Individuals in subordinate positions can exert power over their superiors when they gain ‘expert power’ and foreground their professional side (Spencer-Oatey 1992, cited in Thomas 1995:127). This study thus illustrates that power is socially constructed and dynamically manifested on an ongoing basis.

**Ted Sanders,**

***Subjectivity in causal coherence relations and connectives;***

[contribution to the panel *Nonveridicality, evaluation and coherence relations*, organized by Taboada Maite]

Virtually all languages of the world have connectives to express causal relations at the discourse level. Often, language users systematically prefer one lexical item (*because*) over another (even highly similar) one (*since*) to express a causal relationship. Such choices provide a window on speakers’ cognitive categorizations (Sanders & Sweetser, 2009). As a case in point – related European languages seem to show similar distinctions – we study the Dutch connectives *omdat* (‘because’) and *want* (‘since/for’) in written text, conversation and chat interactions (Sanders & Spooren, 2009), which seem to differ in terms of subjectivity. We define a causal relation as subjective when its interpretation requires an active *Subject of Consciousness* (SoC): an animate subject, a person, whose intentionality is conceptualized as the ultimate source of reasoning, evaluating, describing or acting ‘in the real-world’.

In the corpus study, the complex construct of subjectivity is decomposed in characteristics like type of relation, and *Subject of Consciousness*: who can be considered responsible for the causality? Subjectivity is also reflected in the way the SoC is realized linguistically. Subjective, epistemic relations typically seem to come in the form *John loved her, because he came back* rather than in the form *I am sure John loved her, because I saw him return*. In such cases, the Speaker as SoC is usually not mentioned explicitly in the discourse. Following Langacker (1990), we argue the SoC is *on stage* when she is explicitly mentioned, as in *I am convinced the soccer games will be cancelled*. In such a case, the SoC is in a sense objectified: that is, it is made part of the situation referred to in the utterance. Therefore, explicit reference to the SoC objectifies, whereas implicit reference to the SoC is considered more subjective. Finally, a crucial manifestation of subjectivity is the propositional attitude expressed in the segment. In an epistemic relation, one segment typically expresses a judgment, an evaluation, which is supported by an observation in the other segment. Judgments can be related to SoC’s, and consequently judgments are more subjective than observations and facts (non-judgments).

The use of statistical methods specifically suitable for hypothesis testing in natural language corpora produces results that provide new insights into the division of labor between the two Dutch connectives, as well as into the notion of subjectivity (cf. Traugott, 1995; Pander Maat & Sanders, 2001; Verhagen, 2005).

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Pander Maat, Henk & Ted Sanders. 2001. Subjectivity in causal connectives: An empirical study of language in use. *Cognitive Linguistics* 12(3): 247-273.

Sanders, Ted & Wilbert Spooren. 2009. Causal categories in discourse – Converging evidence from language use. *Causal Categories in Discourse and Cognition*. Ted J.M. Sanders & Eve E. Sweetser (eds.), 205-246. Berlin: Mouton de Gruyter.

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Traugott, Elizabeth C. 1995. Subjectification in grammaticalization. *Subjectivity and subjectivisation: Linguistic perspectives*. Dieter Stein & Susan Wight (eds.), 31–54. Cambridge: Cambridge University Press.

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**Robert Sanders,**

***The Social Basis of Speaker Meaning***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

In a little noted caveat in his exposition of the Cooperative Principle, Grice made the point that when people engage each other in conversation, they do so with the purpose of the entire talk exchange in mind, not just the purpose of each component utterance. He goes on to say “I have stated my maxims as if this purpose were a maximally effective exchange of information; this specification is, of course, too narrow, and the scheme needs to be generalized to allow for such general purposes as influencing or directing the actions of others.” (1975, p. 47) He notes that these purposes are various, and may be explicit or vague, known in advance or emergent.

Grice expands on this, explaining that he is talking about a basic obligation that people have to act in certain ways because *the purpose at hand* makes it *reasonable* to do so. This applies to anything from what utterance to produce next in a conversation whose overall purpose is to negotiate a purchase to what physical movement to make next in helping someone whose overall purpose is to get a disabled car working. These overall purposes that Grice was talking about bring into the picture communally standardized frameworks for collections of actions--*activities*--whose delimited purposes interconnect and rationalize participants' acts.

This paper examines segments of naturally occurring interactions to show what we gain analytically by taking Grice's caveat seriously, and making the starting point of an analysis of specific utterances a consideration of what activity speaker and hearer are engaged in. The analysis focuses on the meaning of a question and what would count as an answer, and shows that these depend on what activity speaker and hearer understand they are engaged in. At the same time, these cases are revealing about how mutual understanding of the current activity may emerge from the talk and not just precede it.

The theoretical upshot is that what speakers intend and mean in producing an utterance is a product of the activity they believe that they are engaged in. Speaker meaning is thus what *any normal, rule- and role-following, speaker in that community engaged in that activity would have meant* in having produced that utterance, that way, just then, not what *that idiosyncratic speaker actually did mean*. However, what “any normal speaker” would have meant--what intention “any normal speaker” would have had--is often, ipso facto, what that actual, idiosyncratic speaker did mean and intend by virtue of being a member of that community.

Without that, hearers could not recognize from the speaker's utterance what his or her intention was in producing it. Discrepancies may occur between what “any normal speaker” would mean and what that actual speaker did mean, but when they do, the speaker is assessed as sarcastic or joking, eccentric, incompetent, foreign, or egocentric. Speaker meaning is thus a public, social product, not a private, cognitive one nor a primarily linguistic one. This is not a new idea. We can trace it from Wittgenstein to Searle and beyond, and now Grice as well.

**Priti Sandhu,**

***Interactional accomplishment of subjectivity, ideology and prejudice in narratives of medium-of-education***

[contribution to the panel *Constructing Emotion in Multilingual Talk*, organized by Prior Matthew]

In India, English medium education (EME), wherein the entire K-12 education is conducted in English, is primarily available to the socio-economic elite through expensive private schools (Annamalai, 2004). However, the majority of the population is educated in the much more inexpensive and hence greatly more accessible state schools where the medium of instruction is the local, regional, Indian language. (In this study, the local language is Hindi, also the official language of the country, and state schools at the research site provide Hindi medium education or HME). Despite being restricted to a select and relatively small segment of the population, EME plays a significant gate-keeping role often leading to the social, educational, and economic upward mobility of students who graduate from EME schools. This has the associated negative result of marginalizing those with a local medium of education, HME in the present study (Bhatt, 2005; McKay, 2002) and thus deepening the class-based chasms that are deeply entrenched in the country (Ramanathan, 2005).

This paper is based on interview data which I collected in a north-Indian city over a period of four years. The interviews were open-ended, active, audio-taped, and conversational in nature, and the participants were encouraged to recount their life experiences and stories. Eighteen Indian women, from HME and EME backgrounds participated in the interviews. This study views narratives recounted in interviews as interactionally and collaboratively produced (Gubrium & Holstein, 2009; Riessman, 2008), and as discursive processes wherein language is used to construct relationships between the teller and society (Bamberg, 1997). Using interactional narrative analysis, I examine the autobiographical narratives of these Hindi medium (HM) educated women to see how they construct subjective stances towards HME and EME and towards people with these two types of education. In particular, I analyze how the participants use explicitly negative emotion expressions, e.g., “bumpkin type rural girl” to describe self and others, or to narrate others' descriptions of HM or English medium

(EM) educated people. My intention is to demonstrate how subjectivity, ideology and prejudice are interactionally accomplished through attribution and categorization at the level of talk.

This paper builds and expands in several ways upon prior research showing how certain descriptors carry and reinforce ethnic prejudice (e.g., van Dijk, 1984; van der Valk, 2003). The present study demonstrates that rhetorical strategies shown by earlier researchers to operate in public political arenas are also resources for participants in personal narratives in the more intimate settings of qualitative research interviews. The study also analyzes how members of marginalized groups themselves use negative descriptors as self-labels or report pejorative descriptors assigned to them by others. The interview setting within which the participants recount these narratives allows them to either resist or reinforce such negative labeling. Making links between Foucauldian theory and narrative practices and resources, this study demonstrates how macro-level ideologies and subjectivities are accomplished at the interactional level. It further investigates how these ideologies and notions are either reinforced or resisted in the ongoing talk.

**Carmen Santamaria, Elena Martínez-Caro**

***Approaches and insights into the pragmatic study of evaluation***

[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

This paper will explore features of information structure in the expression of evaluation in a corpus of texts from social networks (mainly Facebook) in English and Spanish. Evaluation will be defined as "the broad cover term for the expression of the speaker or writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about", cf. Hunston & Thompson (1999: 5). Our assumption is that the pragmatic information of the sender and receiver of messages will surface in morpho-syntactic structure and will show typical focal resources. We will identify these resources, following the typology of focus provided in Dik *et al.* (1980) and Martínez Caro (1999) and taking into consideration the linguistic mechanisms for expressing focal meanings proposed in later works by Dik (1989, 1997) in the framework of Functional Grammar (see also Hengeveld & Mackenzie 2008). Three main parameters of focus have been identified in the framework of Functional Grammar and Functional-Discourse Grammar: the domain of new-focus information, parallel contrast and counter-presuppositional (or contrary-to-expectation) contrast. Languages have different formal strategies to express these different parameters of focus, including prosodic prominence, special order of constituents, special markers and special focus constructions.

Our intention in this paper is to consider the area of information structure and its association with the pragmatic function of evaluation. In this area, the function of *emphatic focus* deserves special attention as a function expressing a certain emotive and emphatic character which often affects the whole predication, and generally indicates an evaluative meaning (cf. also the notion of *emotive emphasis* in Quirk *et al.* 1972: 969). Among the strategies which languages may use to express this type of meaning we find phonological, morphological, lexical and syntactic devices.

In this paper, we look at the particular means to express this and related meanings in the (often) short messages found in social networks (with particular attention to *Facebook*). Since written messages on computer mediated communication do not convey prosodic information, other resources are sought for giving focus. The linguistic strategies found in this *genre* include lexical means such as the use of subjective epithets and intensifiers, morphological devices such as the use of the superlative with certain adverbs and adjectives, and further syntactic means previously explored in Santamaria-García (2000, 2005) such as exclamative constructions, fronting of some element for purposes of emphasis and the use of repetition to emphatically reinforce one particular element in the sentence (or the whole of it). Further devices may include extra-linguistic mechanisms, such as the use of emoticons, particularly associated with computer-mediated discourse. We will associate the use of these devices with factors pertaining to the sender or receiver of the message such as gender, age, social relation (of/between the interlocutors).

**Srikant Sarangi,**

***Accounting for parental responsibility in healthcare encounters: A role-relational perspective***

[contribution to the panel *Responsibility and ethics*, organized by Östman Jan-Ola]

In this presentation I approach the notion of responsibility from a role-relational perspective, which may be seen as a complement to the rationality-agency-and-intentionality dimension usually associated with responsible action. A role-relational perspective foregrounds the notions of role and role-set (Merton 1968; Goffman 1981) vis-à-vis self-other relations in owning responsible actions/selves. In the context of healthcare encounters – especially in paediatrics and genetic counselling surrounding predictive testing, both of which constitute the datasets here – parental responsibility is manifestly or implicitly elicited and accounted for. Displaying decisional actions which underpin the best interest of the child does not necessarily align with coming across as a 'good, responsible parent' in a normative sense. I first outline the conceptual framework of role-responsibility

and then review the relevant literature in paediatric and genetic counselling settings. In the paediatric context, a number of studies (e.g., Tannen and Wallat 1983; Aronsson and Rundstrom 1988, 1989; Tates and Meeuwesen 2000; Stivers 2007) have drawn attention to parental participation structure, without explicitly dealing with the theme of responsibility (but see Strong and Davis 1978; Strong 1979; and Silverman (1987) involving parents of teenagers). In the genetic counselling setting, recent studies (Clarke, Sarangi and Verrier-Jones 2010; Sarangi 2010, in press; Thomassen, Sarangi and Skolbekken in press) have foregrounded the theme of responsibility vis-à-vis decision-making.

Based on transcripts of audio-recorded data, I provide a comparative perspective on how parental responsibility – in moral and causal terms – is managed in paediatric and genetic counselling encounters. I suggest that the variable situational context and the consequences decisions may have on family members in the long term can be seen as a legitimisation of different perspectives adopted by both parents and healthcare providers. In conclusion, I acknowledge the nuances associated with the role-relational perspective in discourse studies of responsible conduct.

**Yoko Sasagawa,**

***The Generational Differences of Japanese Working Women's Narrative Styles in the Interviews on Website***

[contribution to the panel *Language use in Japanese women's narratives on marriage, childbirth and childcare*, organized by Hata Kaori]

The purpose of this paper is to show the generational differences of narrative styles among 50's(N=15), 60's(N=15) and 70's(N=15) Japanese women. The data are obtained from the interviews on website.

We consider the subject from three viewpoints: (1) The focus of the narrative, (2) Self-motivation of their life, and (3) Self-evaluation. We could say that the spirit of the times influence on the women and their expression of story telling. 70's women experienced the war. Value was reversed there. 60's Japanese women grew up in a poor environment after the war. The effort and endurance were esteemed there. 50's women grew up in a rich environment more. They belong to the generation to whom a competing mind is weak.

(1) The focus of the narrative.

50's Japanese women focus 'natural and organic food', 'mental health awareness', 'does not overwork', 'self-actualization with relaxation'.

60's Japanese women focus 'effort and challenge', 'exceed their limits', 'meets a new experience and a new person', expand the living dimension.

70's Japanese women focus 'the viewpoint from the worldwide', 'volunteer spirit', 'growth and realize the ideal as a leader'.

(2) Self-motivation of their life on the narrative

The motivation of 50's Japanese women are the relaxation of them-selves.

60's women point out the experience of their failure as the motivation.

70's women are aware of self-want or of nothing.

(3) Self-evaluation on the narrative

50's Japanese women evaluate them-selves positively .

60's Japanese women evaluate them-selves negatively .

70's Japanese women don't evaluate. them-selves.

They have various occupation, for example, a writer, an actress, a doctor, a talent, a president and so on. We could say that the spirit of the times influence on the women and their expression of story telling about themselves.

70's women experienced the war. Value was reversed there. 60's Japanese women grew up in a poor environment after the war. The effort and endurance were esteemed there. 50's women grew up in a rich environment more. They belong to the generation to whom a competing mind is weak because of the decreasing birthrate.

It is clear that the way of thinking on the era is reflected in one's believe and character strongly.

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**Kyoko Satoh,**

***Why do we tease?: An analysis of the conversation of Japanese men and women***

[contribution to the panel *Fighting against the Norm: Gender Expectation and Power Negotiation*, organized by Kumagai Shigeko]

The aim of this paper is to examine the discourse strategy of teasing, provocation accompanied by playful linguistic or paralinguistic markers (Kelmer et al. 2001), observed in the interactions of Japanese university students (triadic casual conversations of mixed- and same-sex groups). Adopting conversation analytic approach, this paper presents its function in relation to gender norms.

If successful communication under the context of socializing refers to establishing rapport on the basis of sharing interpretations with regard to what is going on in the ongoing interaction (Gumpertz 1982; Foucault 1979; Tannen 1990; Burr 2003), why do we indulge in a potentially face threatening act like teasing?

Tracing conversational flow of the data carefully, this paper concurs with the conclusion in Geyer (2010): teasing appears in instances where tacit norms of appropriateness become observable. However, this paper further demonstrates that the process of framing teasing or the process of position-taking negotiation through teasing during ongoing interactions differs depending on the composition of the participants involved in the interactions.

This paper explains the results of the study in terms of gender role expectations pertaining to power display, which in turn serves as a contribution toward acquiring a deeper understanding of the relationship between gender norms and the use and interpretation of linguistic forms in specific social contexts.

**Akira Satoh,**

***“Will you marry me?” and silence: Cultural norms behind ideal marriage proposals for young Japanese women in their small stories***

[contribution to the panel *Language use in Japanese women’s narratives on marriage, childbirth and childcare*, organized by Hata Kaori]

Marriage is one of the major events in one’s life, and a proposal of marriage is considered to be very important by many young Japanese women. In terms of the ethnography of communication, which tries to clarify the underlying cultural norms by analyzing language use, a marriage proposal is a very fascinating speech event to investigate.

Quoting her student’s description, Saville-Troike (1989) reports that a Japanese marriage proposal consists of only a single utterance by a man — “Please marry me” — which is followed by a woman’s silence. Saville-Troike presents the rules behind it, including “A man must propose to a woman” and “At an emotional climax, there should be silence.” According to her, this is based on such norms as “The head of the household is to be the man, and therefore he has to take the initiative in the decision of marriage,” “the only appropriate response can be silence” (which means agreement), and “He was not really asking her a question and expecting an answer, but declaring his decision to marry her,” and so on. Hashiuchi (1999) admits that this is not a typical proposal, but he also states that if it is a real example, the rules and norms get to the root of the matter, reflecting on male chauvinism in society and practicing the proverb that “silence is golden.” However, when presented with this description and explanation in class, most female college students disagreed. Then a question follows: What do young Japanese women expect of marriage proposals?

This paper explores young Japanese women’s view on the proposals of marriage in their narratives. By learning what they expect of proposals, we can better understand not only the rules and norms held among young Japanese women on marriage, but also their identities in relation to their partners.

When asked to write an ideal marriage proposal and the reasons for their preferences, many female college students didn’t list their preferences; instead, they depicted the scenes of proposals in an almost story-like way. Tellings of hypothetical events like these, traditionally not considered stories and thus not studied much, are (along with those of ongoing and future events) now called “small stories” (Georgakopoulou 2004, 2006, 2007, 2010), and have become the focus of attention in recent narrative research. In the story-world, as in the example above, men almost always ask women to marry them. However, unlike the example above, in many stories women verbally respond to the proposals, saying, “Yes.” The students claim that a proposal is not completed without the expression of acceptance/rejection by a woman. In addition, in many cases the wording of the proposal is neither like the declaration of a decision, nor like an order (“I will make you happy,” “Follow me,” “Cook for me,” etc.) but like a question or invitation (“Will you marry me?,” “Let’s get married,” etc.). This demonstrates that, while women want men to take agentive roles, they also want to be active participants in the process, differently but equally with men.

**Jennifer Saul,**

***Speakers and ways they deceive***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

This paper examines the variety of ways in which deceptive speakers construct their utterances. I examine various attempts to avoid lying, including the Jesuit Doctrine of Mental Reservation, push polling, and the

careful utterances of clever politicians and trial witnesses. I use these examples to illustrate the need for a conception of what is said which is captured neither by minimalists nor their opponents.

**Marina Sbisà,**

***Evidentiality and illocution***

[contribution to the panel *Evidentiality: Theory and Practice*, organized by Fetzer Anita]

In this paper I intend to investigate the relationship that textual strategies concerning evidentiality bear to the type of illocutionary act performed by the speaker (or author) in uttering a conversational turn or discourse stretch. Both the speaker's attitude about the epistemic status of her information and the speaker's commitment have to do with what speech act theory used to call "felicity conditions". On the one hand, their expression (whether by linguistically explicit or implicit means) orients the hearer's reception of the way in which the speech act is designed to affect the interpersonal relation, and therefore its actual effect on it. On the other hand, when other indicators already make clear what kind of an illocutionary act the utterance is performing and when, moreover, certain illocutionary types (such as verdictives and expositives) are involved, the actual effect brought about comprises a specific degree, quality and content of speaker's commitment and presupposes a specific degree, quality and content of speaker's epistemic competence, so that the hearer, in accepting the performance of the speech act, is implicitly presented with these circumstances. I will consider markers of speaker's attitude about the epistemic status of information as illocutionary indicators in a broad sense, and attributions of epistemic attitude to one's interlocutor or to other agents ("you know...", "she believes that...") as performing illocutionary functions of their own, but at the same time revealing the attitude of the speaker about the epistemic status of the informational content of the attributed attitude. Some methodological morals will be drawn, concerning the unifying potential of a speech-act theoretical framework in the study of the pragmatic features of discourse and conversation, but also the lessons that the study of evidentiality may provide us with as regards basic notions in epistemology and the theory of attitudes.

**Joanne Scheibman,**

***Referentiality, predicate patterns, and functions of we utterances in American English interactions***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

First person plural expressions provide a particularly rich and complex view of how speakers simultaneously refer to themselves and other individuals or groups in discourse. While some of the world's languages formally distinguish inclusive uses of the first person plural pronoun from exclusive uses, e.g. Cree, Fijian, in English, *we* functions both inclusively and exclusively, as well as conveying both singular and plural reference, without a change in the form of the pronoun. Mühlhäuser and Harré (1990) highlight the flexibility of English *we* by illustrating how in appropriate contexts the pronoun can be used to refer to all six grammatical persons. An important aspect of the referential flexibility of *we* is that it is used by speakers to refer both to specific individuals, as well as to groups and institutions associated with the speaker, e.g. a speaker's family members or colleagues, a place of employment, or simply *people* in general. Additionally, these multiple ways of referring using *we* in American English conversations tend to be associated with differences in morphosyntactic patterning. More specifically, there is variation in the distribution of tense and modal elements contingent on the referentiality of the first person plural subject: (1) whether it is inclusive or exclusive, (2) whether it is specific or general, and if general, the type of group indexed, e.g. a couple or family (relational groups) versus an organizational group (Lerner & Kitzinger 2007), and (3) whether the nonspeaker referents of *we* in specific cases are also speech act participants. In these data, exclusive uses of *we* occur with past tense predicates more frequently than do inclusive uses, a distribution that is consistent with speakers routinely using these forms to narrate activities they participated in with another person, e.g. *that's where we bought the car at* (also Scheibman 2004). On the other hand, more frequent use of present tense predicates and other expressions with habitual meaning are found when inclusive *we* refers to groups of people the speaker aligns with (e.g. *you know how it is when we're pregnant, we ... get real sleepy*)—construction types that lend themselves to expressing generalizations in interactive discourse. From a functional or usage based perspective, these analyses suggest that trends in formal properties characteristic of *we* utterances in these data are affected by the referentiality of the pronoun and highlight ways in which structures and functions of *we* utterances are associated in American English conversations.

**Esther Schely-Newman,**

***An easy choice? Critical analysis of election coverage in media for migrants***

[contribution to the panel *Making Citizens: Discursive Practices at the Boundary of Nationhood*, organized by Pagliai Valentina]

Migrant citizens for the most part have to adjust to cultural norms, language, new laws, and rules in their new country. A variety of conduits exist to assist them in adjusting to their new status: language and civic classes, social networks, and especially media, in the language of the host country or in native languages of the migrants. Texts (and classes) used for teaching the national language are a major source for information about the political system of the new country, guiding new citizens who might have experienced other regimes about participation in the elections, parties, and platforms.

The case of Israel is of particular interest due to the citizenship laws that are based on *jus sanguine*, allowing migrants to participate in elections without linguistic competence or civic classes. This paper focuses on the role of the media specifically addressing migrants: *Shaar Lamatchil* [Gate for the Beginner], a weekly newsmagazine published since 1956 under the auspices of The Ministry of Education, aiming at socializing new Hebrew readers to Israeli society and culture through language. The texts published thus may serve as a source for revealing overt and covert ideologies about Israeli society and culture as well as about the expectations from new citizens. The format of the publication requires summarizing news and features, and the linguistic variation used – *Ivrit Kala* [easy Hebrew] is based on a controlled register and simplified syntactic and grammatical forms.

As a guide for new citizens, texts covering election campaigns reveal basic perceptions of the hegemonic center about the political system. A critical analysis of texts covering the two recent election campaigns, 2006 and 2009, presents an image of major forces at play in the Israeli political scene. The texts in *Shaar Lamatchil* include practical information about the voting process, parties, and politicians. However, they avoid controversial issues and the coverage of small parties is limited. The constraints of the format and the complexity of the socio-political Israeli situation result in simplistic presentation of issues, striving, so to speak, to help create a sense of community for those who recently joined the nation.

The choices of new citizens in exercising their sovereignty are presented in an easy format, but the texts indicate complex choices and underlying-naturalized ideologies about being Israeli.

**Barbara Schiffner,**

*(Non-)Signaling of Coherence Structures in Advanced English Learner Writing*

[contribution to the panel *Pragmatic aspects of discourse coherence*, organized by Gruber Helmut]

One of the major aims of tertiary language classes is for students to learn how to produce coherent texts. Coherence, however, is a concept which is hard to grasp and which clearly poses a problem for many tertiary language learners. The fact that discourse coherence is an elusive concept makes it difficult to pinpoint what exactly causes the often apparent lack of coherence in student writing. While it may well be related to a general problem with structuring text, it could also be caused by the difficulty learners face in operationalizing argumentation in a foreign language.

Conceptualizations of coherence range from models that relate it to cohesive elements on the textual surface level (Halliday & Hasan 1976, 1985) to coherence as a broader notion, which involves context, world knowledge, and conceives of coherence as being co-constructed by the writer and the reader of a text (cf. e.g. de Beaugrande & Dressler 1981; Givón 1995; Widdowson 2004). Approaches to the analysis of coherence in learner language thus also vary widely from those relying on cohesive devices on the textual surface level to those using ratings of overall textual quality. These analyses are problematic in that they often only cater for relations that are overtly marked in the text. This paper will examine possibilities for the analysis of coherence in learner writing and discuss Rhetorical Structure Theory (RST) (Mann & Thompson 1987, 1988; Taboada & Mann 2006) as a model which can serve as the basis upon which the interface of various factors that contribute to coherence can be analyzed.

The framework of Rhetorical Structure Theory defines a range of possible logical relations that can occur in a text and suggests that in a coherent text, every unit can be assigned a function, i.e. a coherent text should not exhibit non-sequiturs. RST can thus be used to explain – but not to rate – text quality and coherence. Since RST provides a model which allows for a detailed description of the logical relations that exist between parts of text, it is proposed as an intermediate level of analysis that bears the potential to relate ratings of overall textual quality to the coherence relations that constitute the rhetorical structure of a text and which also allows for the investigation of the “operationalization” (signaling or non-signaling) of these coherence relations on the textual surface level.

Whether or not the signaling (or non-signaling) of coherence relations in general, and specifically in learner texts, correlates with text quality is a much debated question. While some scholars generally argue against the existence of a correlation between coherence and cohesion in learner writing (e.g. Carrell 1982), others suggest that some correlation certainly exists, even though the exact nature of this relation is not clear (e.g. Witte & Faigley 1981). It has also been argued that the signaling of relations may be text type dependent, i.e. that some genres may require more explicit marking of relations than others (Meurer 2003).

This paper focuses on assessing the potential of RST in investigating the interface between coherence and cohesion in learner writing with reference to specific coherence relations. For this purpose, a corpus of advanced learner texts is subjected to a multilayered analysis, including overall ratings as well as the analysis of coherence

relations and cohesive devices. To have a baseline for comparison which is consistent with the problem that signaling may or may not correspond to text type, and which takes into account that the interpretation of a text as being coherent depends on specific discourse conventions, the overall ratings are done by members of the respective discourse community, i.e. English lecturers who are the de facto audience of the examined texts. This contribution will show that the proposed multi-layered corpus analysis yields insights that facilitate a better understanding of coherence in learner writing, and renders it possible to pinpoint problematic aspects of coherence in learner writing more specifically.

**Klaus P. Schneider,**

***Yer a fair ol' cook: Socioeconomic variation in British compliments***

[contribution to the panel *Variation in pragmatics: The case of compliments*, organized by Schneider Klaus P.]

It is well established that compliments and compliment responses differ across languages (cf., e.g., Tang & Zhang 2009, Werthwein 2009). It is also known that differences occur across national varieties of pluricentric languages such as English (cf., e.g., Holmes 1986, Schneider 1999). Finally, there is evidence that gender- and age-specific patterns exist (cf., e.g., Holmes 1988, Strubel, this panel). Yet, no studies seem to exist on socioeconomic variation in complimenting behaviour. This may be due to the fact that socioeconomically stratified corpora are not readily available.

The present paper explores the occurrence, structure and function of compliments and compliment responses in plays aimed at a representation of social reality in the United Kingdom and specifically those plays involving working class and lower middle class speakers. The analysis will be focused on lexical and syntactic choices in the realization of compliments (cf., e.g., Manes & Wolfson 1981) and on the strategies employed in compliment responses (cf., e.g., Golato 2002).

Needless to say, dramatic discourse differs in significant ways from naturally occurring discourse (cf., e.g., Short 1996: 174-179). At the same time, there are fundamental similarities between fictional and natural dialogues, regarding in particular the realization of speech acts and speech act sequences (cf. Rose 2001, Schneider 2011). Arguably, fictional dialogue represents "an internalized model or schema for the production of conversation – a competence model" (Lakoff & Tannen 1984: 323).

The results of the present study may serve as a starting point for searches in large corpora of naturally occurring spoken discourse and especially in those corpora which provide socioethnographic information about the speakers recorded.

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**Stephanie Schnurr, Olga Zayts**

***"I can't remember them ever not doing what I tell them!" Negotiating 'upward' refusals in multicultural workplaces in Hong Kong***

[contribution to the panel *From Refusing to Schmoozing: Investigating Strategic Roadmaps for Negotiating Conflict and Rapport*, organized by Boxer Diana]

This paper explores refusals in a range of multicultural workplaces in Hong Kong. Our particular focus is on how junior staff members, who are Hong Kong Chinese, manage refusals towards their superiors who are expatriates working and living in Hong Kong.

Refusals are generally complex and potentially risky speech acts as they may threaten interlocutors' face needs and challenge existing power relations and the status quo (Hayashi 1996; Daly et al. 2004). These issues of power and face are particularly crucial in asymmetrical relationships. Despite abundant research on refusals in a variety of contexts across cultures (e.g. Rubin 1983; Beebe et al. 1990), there is hardly any research on workplaces (with the exception of Daly et al. 2004), let alone multicultural workplaces. This is particularly surprising considering that in these contexts members from different socio-cultural backgrounds on a daily basis manage culturally influenced expectations and assumptions of "doing" refusals.

We use the framework of rapport management (Spencer-Oatey 2000) and draw on a corpus of authentic discourse collected in a wide range of multicultural workplaces in Hong Kong including small family owned businesses, SMEs, an NGO, as well as large international financial and consulting corporations. The data contains more than 80 hours of recorded interactions and samples of emails. In addition to these discourse data, the corpus also comprises semi-structured interviews with participants and a range of organisational documents which provide additional insights into the complexities of workplace discourse.

Initial findings indicate – perhaps not surprisingly – that there are hardly any upward refusals in the spoken interactions. These observations seem to reinforce participants' own perceptions as, for example, reflected in the comment of an expatriate leader from the UK who manages an IT company: "I can't remember them [his Chinese local team members] ever not doing what I tell them! Or at least, not agreeing to it". Moreover, these observations seem to be in line with previous research that claims that in cultures of high power distance, such as Hong Kong, people tend not to question authority and to maintain and reinforce hierarchical relationships (Chee & West 2000). However, while these cultural practices, expectations and values may explain the lack of upward refusals in the spoken interactions, they are challenged to a certain extent by our findings of the emails sample where we identified considerably more refusals upwards – some of which are surprisingly direct and confrontational.

These differences in the ways in which upward refusals are constructed and negotiated in different multicultural workplace contexts cannot only be explained by reference to interlocutors' different socio-cultural backgrounds. Rather, a wide range of other factors, including the different media of communication and aspects of workplace culture, need to be considered in an attempt to understand how interlocutors negotiate issues of face, power and hierarchical relationships when "doing" refusals upwards.

**Steven Schoonjans,**

***German Modal Particles: Problems in Defining a Category (with a contrastive part German/French)***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

The starting point of this talk is the category Modalpartikel ('modal particle', MP) as it is traditionally described in German linguistics. In the talk, two issues will be dealt with, on the basis of previous studies: the definition and delineation of the category MP, on the one hand, and its specificity of German, on the other. In a first step, we bring together results from different studies (partly by other scholars including Thurmair and Imo). In doing so, a few features which are usually (e.g. Thurmair 1989, Diewald 2007) said to be typical of MPs (both regarding their form and their meaning/function) will be shown to be in need of nuancing (e.g. their forming a relatively closed class and their having utterance scope). It will be shown furthermore that it is hard to draw clear borderlines between the category 'MP' and other, resembling categories. Accordingly, the traditional view of MPs appears to be somewhat problematic both from an internal (typical features) and from an external (relation to other categories) perspective. We argue that it is not possible to offer a precise definition and demarcation of categories like 'MP', but that one should think of such categories as prototypical and partly overlapping structures in a multidimensional continuous space. This view represents an elaboration (and at the same time an application) of Wolfgang Imo's granular conception of construction grammar (cp. Imo 2009a,b and Schoonjans in prep.).

In a second step, it will be shown that the category 'MP' as described in the first part is not typically German(ic). Starting mainly from the results of a translation analysis of four MPs (denn, eigentlich, ja, and doch), it will be shown that Mosegaard Hansen 1998 is right in claiming that French does have a category 'MP' which is highly similar to its German counterpart (contrary to what is assumed by e.g. Waltereit 2006), although it may indeed be less prominent. Furthermore, it will be argued that its position vis-à-vis other categories is comparable to what we find in German.

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**Angela Schrott,**

***Counsellors and counselling in Old Spanish texts. A methodological outline for a communicative history of medieval counselling.***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

The analysis of counselling dialogues in medieval texts shows that the illocutionary patterns in the Old Spanish texts differ considerably from the dialogue forms used today for acts and interactions of counselling. Based on a corpus of Old Spanish texts (1150-1450), my study focuses on variations and diachronic evolutions in the traditions of counselling that can be traced during that period. The corpus contains mostly literary texts that offer a mimetic representation of models and norms of counselling (*Cantar de mio Cid*, *Poema de Fernán González*, *Libro de Alexandre*, *Libro de Buen Amor*, *El Conde Lucanor*, *Libro del Caballero Zifar*). As these texts belong to different genres, they represent a large variety of illocutionary patterns and traditions of counselling.

The historical-comparative analysis of these traditions needs a *tertium comparationis* wide enough to embrace the varieties found in the texts. This *tertium comparationis* is a minimal pattern consisting of three dialogic units: the person seeking advice describes her information deficit regarding the solution of a problem and asks for help, the addressee gives the missing information, and the person who asked for advice evaluates the given information. This elementary pattern is specified and refined by culture-specific discourse traditions that guide and determine verbal interactions. Thus, discourse traditions play a key role in the selection of the adequate linguistic expressions and structures. This selection allows the speakers to perform communicative tasks (like asking for advice or giving advice) successfully.

In the field of historical pragmatics, the characteristics of complex pragmatic units like counselling dialogues are often brought to light by a combination of linguistic and philological interpretations that provide a list of lexemes and syntactical structures that are considered to be typical for acts of counselling. However, (possible) affinities have to be examined carefully. Thus, one would expect lexemes that explicitly refer to the act of counselling (e.g. *consejo*, *consejar*) to appear with high frequency, whereas they are in fact completely absent from many types of counselling dialogues. In order to find out whether and to which degree a lexeme or syntactical structure is typical of counselling interactions, the philological interpretation has to be combined with quantitative analyses. The latter ones show the frequency and distribution of lexemes or syntactical structures in the text (or text corpus) as a whole and thereby enable us to test and specify the affinities between illocutionary patterns and linguistic means. Moreover, the implication of quantitative techniques often has the merit to draw attention to linguistic forms that one would at first glimpse not count among the characteristic features of acts of counselling. This case is illustrated by specific structures and formulas of reported speech that are highly frequent in certain counselling dialogues where the person giving advice extensively quotes authorities that have pronounced themselves on the problem.

By the combination of qualitative and quantitative methods of interpretation, the study aims at linking illocutionary sequences of counselling to configurations of linguistic means that form the linguistic profile of acts and interactions of counselling. These profiles can be tracked in larger corpora; variations in this profile may indicate diachronic changes. Thus, the alliance of philological traditions and quantitative methods inspired by modern corpus linguistics brings into focus the interface between language and cultural traditions that is at the core of historical pragmatics.

**Ruth Schuldiner,**

***The Inexplicit Communication of Plot by Omniscient Narrators***

[contribution to the panel *The interface between pragmatics and literary stylistics*, organized by Chapman Siobhan]

This paper argues that the presence of salient ellipses or vague language in omnisciently-narrated texts demonstrate the unique context which fictionality provides for readers. I claim that omniscient narration not only indicates fictionality, but (if not negated by other contextual factors) ostensive omniscience may create the context in which a narrative is interpreted as a fiction. This is evidenced by the ways in which omniscient narration is often manipulated by authors to create implicatures.

While critics are far from agreement on what constitutes fiction, no one disputes that omniscient narration is only present in fictional discourse. Readers never read—or are expected to read—nonfictional discourse as if it were narrated omnisciently; the possibility of knowing everything as a certainty is a recognized fiction. By acknowledging the inherent fictionality of omniscience this paper sidesteps the controversy surrounding

definitions of fictionality, and concentrates instead on the effect that assumed fictionality has on the fashioning and interpretation of texts.

The implicatures with which this paper is concerned are those evoked by the adoption of silence and nonfactive statements by otherwise omniscient narrators. Masahiro Hori explains that the use of cognitive verbs by narrators is 'used to present the narrator's personal attitude or epistemic stance on information' (Investigating Dickens' Style: A Collocational Analysis 138). In the case of an omniscient narrator, however, nonfactive statements indicate not uncertainty but, because of the assumed omniscience, an impression of coy, knowing reticence on the narrator's part. This component adds a sly and self-reflexive tone to the narrative, in which the ultimate meaning of a communication depends on the reader's recognition of the narrator's facetiousness. In essence, the use of nonfactive verbs by omniscient narrators generate implicatures.

That an author would choose to communicate information through implicature rather than through coded language is significant in a way that is similar to an author's placement of nonfactual verbs in a narrator's mouth: the reader is faced with the important albeit unconscious puzzle of why an omniscient persona would opt for an inarticulate mode of communication. It is this implicitly posed question that usually disperses the vagueness surrounding implicatures while also emphasizing the relevance—and the true meaning—of the implicatures to their surrounding context. Because intentional vagueness or ellipsis is especially suspect in the context of omniscient narration, and because omniscient narration is only possible in a fictional context, the effect of many implicatures found in omniscient narration relies on their uniquely fictional context. This aspect of implicature has been neglected, resulting in weaker views of how readers interpret fictional statements and non-statements.

**Scott Schwenter, Mary Johnson**

***NEG-NADA constructions in comparative perspective: Brazilian Portuguese and Argentinian Spanish***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

Non-canonical negative constructions have seen an explosion of research interest over the past few years, including work on Spanish and Portuguese (Schwenter), Italian (Visconti), French (Mosegaard Hansen), Finnish (Kaiser), among many others. This research has advanced our knowledge of the differences between canonical and non-canonical negative constructions, and has also shed considerable light on how non-canonical negation develops and, in some cases, becomes the canonical sentential negative construction in a language over time.

Still lacking in this research endeavor however is detailed comparison of equivalent constructions across related languages. In this paper, our purpose is to provide such a comparison, focusing on what we term the NEG-NADA ('nothing') construction, in two closely related Romance varieties: Brazilian Portuguese (BP) and Argentinian Spanish (AS). Our examples come from naturally-occurring spoken data collected in situ and targeted internet searches, as well as the intuitions of native speakers of both varieties.

In both BP and AS, the NEG-NADA construction consists of a preverbal sentential negator (*não* and *no*, respectively), plus a verb, plus the negative quantifier *nada* in postverbal position. In BP, the preverbal *não* is optional, at least in the spoken language, while in AS preverbal *no* is obligatory. But beyond this minor structural difference, there are more important discourse-pragmatic differences between the two similar constructions. In BP, NEG-NADA is restricted to **dialogue** contexts, and is employed in denial responses by one speaker to their interlocutor. In AS, NEG-NADA has no such dialogue restriction, and is not found in denials across interlocutors, but rather to expectation denials based on information already found in the current discourse model.

- (1) M: Ela foi ver essa filme.  
'She went to see that movie.'  
R: Não foi **nada**.  
'She didn't go.'
- (2) R: Ah, al final no fui **nada** [al cine].  
'Ah, in the end I didn't go [to the movies].'

(contra the expectation that R was going)

In the BP example (1), R's response is a direct denial of the prior assertion by M and the NEG-NADA construction is restricted to such contexts. In the AS example (2), by contrast, R's response is a denial of a presupposition that R went to the movies, which was information R believed to form part of an interlocutor's discourse model.

The role of NADA in both languages is similar in that it indexes some prior information in the discourse model as the target of a strengthened negation. It is different, however, in the properties of the information that is targeted, and more specifically in how the information that is denied has come to form part of the common ground. It is the flexibility of the negative meaning of NADA as a negative quantifier that allows it to be employed in this way in both BP and AS, but each variety has specific felicity conditions that constrain the use of the NEG-NADA construction.

**Suzie Scollon,**

***Nexus Analysis, Anticipation and Change***

[contribution to the panel *Ethnicity, Communication & Discourse: Panel in Memory of the Late Ronald Scollon*, organized by Sobocinski Mikolaj]

Mediated Discourse Analysis is inherently focused on social change. Nexus Analysis, the historical and ethnographic arm of MDA, begins with a focus on a mediated action, tracing lines of historical antecedents arising from the historical experience of participants in the interaction order at the moment of action, and analyzing the extended history and future anticipations of the discourses in place which enable or constrain the action. Ron Scollon sought to bring about change in public policy e.g. the selling of oil leases in the Beaufort Sea by analyzing the mediated discourse of government bureaucrats, environmental and aboriginal leaders with a stake in the future of oil development. This not only required analysis of history i.e. documents downloaded from the Web but anticipations of the relevant discourses.

In this paper I argue for similar integration of nexus analysis and anticipatory discourse to help direct change which is already taking place faster than we can comprehend. Just as nobody at Citicorps anticipated that its merger to form the third largest bank in the U.S. would fail because the institution was incapable of acting in its own best interest in spite of its CEO's consultation with scientists of complexity theory, too many financial agents still operate with false assumptions. It is incumbent on us as discourse analysts to anticipate diminishing economic growth and make our analyses public in venues that will enable actors to deal with increasing limitations. Though MDA cannot end the war, we must continue to call attention to the vast quantities of fossil fuels consumed by the U.S. military and its acceleration of climate change.

BP is implicated not only in toxic oil spills and climate change, its use of dispersants has been making people sick and is already killing people in the Gulf of Mexico. Since the PAHs generated over the last months are water soluble, they will eventually be raining down on us here. Testimony on the North Slope over sale of oil leases included information on people sickening and dying from the Valdez oil spill, and environmental organizations are arguing for using the Gulf spurt as a deterrent to drilling in ANWAR. Furthermore, toxins from tar sands development has been killing people downriver as well as wildlife for three decades.

I suggest a nexus analysis using a search engine developed by Recorded Future with support from Google and the CIA. The new software tool uses linguistic analysis of information published online to link people, companies, places and events on a timescale. As a mediational means offered to government policy makers, business analysts and others who subscribe monthly, it promises strong predictions regarding market activity. What are the affordances and constraints of this tool, and how can we as discourse analysts become effective agents of change? Will BP change its policies if Recorded Future forecasts they are headed for further bankruptcy?

**Margret Selting,**

***Constructing climaxes or high points in conversational storytelling***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

What kinds of interactional objects are "actions"? How do actions differ from "practices" on the one hand, and, say, "interactional projects" on the other? What is the difference between actions such as requests, offers, invitations etc., and storytelling? Is storytelling an action? For the time being, I will assume that the telling of a story is a complex "big-package action".

In the course of delivering such a "big-package" action as storytelling, storytellers have to construct and make interpretable for their recipient(s) different component parts of that action, their precise structure being dependent on the sequential context and recipient design of the story being told as well as the particular stance or affect being expressed and managed through the story. In many cases, the telling about successive events in the story world is presented as culminating in points of higher emotive involvement, several high points or the climax of the story, through which recipients' responses are being made relevant. Often, it is not the nature of the event being depicted in itself that suggests it as a high point, but rather its presentation via verbal, vocal and visual resources. As after the preface of the story recipients will wait for the prefaced climax or high points, this component part of the story is a constitutive component of the projected action of storytelling.

In my talk, I will analyse participants' presentation of climaxes or high points in storytelling in natural everyday conversation in German. I will concentrate on the construction and management of these component parts of stories in two different kinds of stories: complaint stories and "funny" stories told for amusement. My methodology combines methods from Conversation Analysis (CA), Interactional Linguistics (IL) and Multimodal Analysis (MA). I will show that and how storytellers deploy the following kinds of formal properties or resources as designed for constructing / conducting and making the high points and climaxes of their stories as well as the stances being concomitantly expressed recognizable in their sequential interactional contexts:

- the verbal and segmental display: rhetorical, lexico-semantic, syntactic, phonetic-phonological resources;
- the prosodic and suprasegmental vocal display: resources from the domains of prosody and voice quality;
- visual or "multimodal" resources from the domains of body posture and its changes, head movements, gaze, and hand movements and gestures.

The analysis will be validated by showing that and how recipients both respond to the constructed high point or climax and simultaneously take up the displayed stance or affect.

I will argue that speakers construct social actions (in a recipient designed way) in their sequential interactional context by, after prior actions, constructing sequentially next actions or actions components with particular verbal, vocal, and visual cues/signals/properties that are designed to both conduct particular actions (if made relevant: with concomitant stances) as well as make them recognizable for the recipient, who upon recognition can respond as made relevant by the prior action.

**Gunter Senft,**

***The Trobriand Islanders' concept of "karevaga" and the general ethics of field research***

[contribution to the panel *Responsibility and ethics*, organized by Östman Jan-Ola]

The Trobriand Islanders' concept of "karevaga" can be glossed not only as "responsibility" but also as "jurisdiction, competence, authority, sphere of influence", and so on. After a sound lexical semantic analysis of this concept based on the actual usage of the term in everyday Kilivila contexts of social interaction this paper points out that almost all of the ethical principles which are rooted in Western philosophy and thought and which should guide any field research - be it anthropologically, linguistically, cognitively or sociologically oriented - find its equivalent in the Trobriand Islanders' indigenous concept of "karevaga".

**Sylvia Shaw,**

***Speaking about speeches: Interviews with women politicians about linguistic practices in UK parliamentary debates.***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

This paper aims to explore the construction of women politicians' gendered identities in relation to their 'frontstage' (Goffman 1957) linguistic performance in debates through the discourse of 'backstage' ethnographic interviews. Data is drawn from forty-five semi-structured ethnographic interviews that took place as part of a wider research project in the 'new' devolved institutions of the UK between January and June 2010. The central research question of this paper asks: How do women MPs represent their linguistic performances in debates, and how salient is gender to that representation?

Unlike politicians' performance in the 'frontstage' of political debate, interviews with MPs from the Scottish Parliament, the National Assembly for Wales and the Northern Ireland Assembly represent a 'semi-public' genre in which narratives of personal experience and other informal and interpersonal modes are common. Politicians taking part in ethnographic interviews are therefore still constrained by their institutional roles, and membership of different 'Communities of Practice', but nevertheless display linguistic features associated with less formal conversational genres. The backstage can be thought of as 'the place where the impression fostered by the performance is knowingly contradicted as a matter of course' (Goffman 1957: 112), and where facts and other informal actions suppressed in the 'frontstage' may appear (Wodak 2009: 10). These interviews therefore provide an opportunity to identify discursive and metadiscursive institutional norms and suggest ways in which individuals position themselves in relation to those norms. The informal, interpersonal style of the ethnographic interview allows the opportunity for personal narrative and anecdote which can be viewed as 'particularly revealing indices of identity because they offer a sort of 'window' on to how individuals evaluate past experience and position themselves in their world' (Wodak 2009: 99).

A range of discourse analytic techniques associated with Ethnography (Hymes 1972) and critical discourse analysis (Fairclough 1995; Wodak 2001) are used in order to assess the ways in which gender is represented as salient by interviewees in relation to their public performances. Language is viewed as a social practice and gender is seen as a variable and contested concept, being both a flexible category in which speakers' gender identities are constructed in their 'performance' in interaction (Bulter 1990), and a category which is partly fixed by the institutional arrangements based on stereotypical notions of male and female linguistic behaviour.

Previous research has suggested that the gendered division between private and public is being reproduced within the public sphere and that women's public rhetoric is more likely than men's to be fractured by competing, often contradictory, norms and expectations (Walsh 2001). As part of a larger ethnographic research project aimed at identifying gendered linguistic practices in 'new', rather than traditional, parliaments (such as the House of Commons), this paper seeks to further an understanding of those norms and expectations.

**Chloe Shaw, Alexa Hepburn, & Jonathan Potter**

### ***Having the last laugh? On post completion laughter particles***

[contribution to the panel *Laughter in Interaction*, organized by Holt Elizabeth]

In this paper we will examine the phenomenon of unilateral laughter particles that are produced by the speaker of a turn, once that turn has been completed. Using a conversation analytic approach, we will consider the nature and prevalence of such forms of laughter and attempt to explicate the interactional role they perform. The analysis will build on Potter & Hepburn's (2010) study of interpolated particles of aspiration. That study identified two uses of such laugh or aspiration particles. First, they were used to mark the insufficiency of one or more lexical items. Second, they were used as a resource for action formation, being inserted into one or more words to modulate the nature or strength of the action. This paper will consider the role of laughter particles in terminal position rather than interpolated into words during the turn.

The analysis draws on a varied corpus of examples taken from a diverse set of telephone calls, family meals and a child protection helpline. It will be shown that one key role of these laughter particles is to manage potential trouble arising from the action done in the turn that it follows. In particular, the laughter can be used to manage the incipient disaffiliation consequent on a range of types of action (for example, complaining, calling to account). It allows speakers to keep the immediately prior troubling action in place, while disabling or reducing the disaffiliation that accompanies it. The position here is key, as the laugh particles are inserted before the recipient's turn, and thus provide part of the environment for that turn. An important feature of the practice of inserting laugh particles after a turn is that such particles are non-propositional, and this makes them difficult to respond to as an action in their own right. In our corpus recipients pervasively respond to the turn without any explicit attention to the laugh particles, although we will consider interactional evidence of orientations to the modulating role of the laughter.

The analysis is used to address two broader kinds of question. First, what is the significance of laughter in managing alignment in interaction? Schegloff (1996: 90) started to consider the role of such laughter as 'post-completion stance markers' – we will explore this possibility. Second, how far can we uncouple the analysis of laughter from humour, and so avoid circular affirmation of the common sense notion that it occurs in response to something laughable?

Potter, J. & Hepburn, A. (2010). Putting aspiration into words: 'Laugh particles', managing descriptive trouble and modulating action, *Journal of Pragmatics*, 42, 1543-1555.

Schegloff, E. A. (1996). Turn organization: one intersection of grammar and interaction. In E.Ochs, E. A. Schegloff & S. A. Thompson (Eds.), *Interaction and grammar* (pp. 52-133). Cambridge: Cambridge University Press.

**Amy Sheldon,**

### ***Childhood as a gendered discourse-practice launch pad***

[contribution to the panel *Gendering discourses at the private-public sphere interface*, organized by Ilie Cornelia]

This panel provides the opportunity to explore whether gendered discourse practices in childhood are a formative stage for adult language use. I will present an analysis of young children's gendered discourse practices. I will propose that they are a foundation and a resource for the broader range of gendering discourses at the public-private interface that children encounter in adolescence and adulthood. How might childhood be a launch pad for gendered talk? My presentation will take up these issues:

- 1) How is the notion of *public-private discourse* relevant to young children?
- 2) Is there a common terminology to use in a comparative analysis of discourse practices across lifetime and discourse contexts? Is *public-private* a distinction that is co-extensive with *institutional~non-institutional* or with *institutional-interpersonal*? Are these binary distinctions useful?
- 3) Are there gender-normative discourse practices learned in early childhood that are parallel to adult practice? Is there a *consistent* or *predictable* set of practices, carried across the lifespan, that display or instantiate gender in institutional, non-institutional, public, and private discourse contexts?
- 4) Are some young children, like some adults, gender transgressors or gender hybrids?

I will present an analysis of video examples from a thirteen hour corpus of unsupervised, spontaneous conversational interaction by 3-5 year old native speakers of American English, in all-girl and all-boy friendship triads. Their age-appropriate creative play activity was video-recorded in a daycare community in a large city Minnesota, United States. Each group played in the same room set-ups on different occasions. Qualitative analysis uncovered two distinctive discourse patterns that differentiate interaction in girl groups from boy groups. I will focus on different styles of negotiating conflict and cooperation, the exercise of power and the assertion of individual authority. In the normative "feminine" style, speakers use linguistic techniques to mitigate conflict while they pursue their own agenda. Their discourse is more cohesive, with more reciprocal turn sequences. In the "masculine" style, direct linguistic confrontation, resistance and refusals are normative. The boys are slower to connect in coordinated activity, staying linguistically engaged with short reports of their own activity until a mutual focus kicks in.



Shinzato, Rumiko. 2007. (Inter)subjectification, Japanese syntax and scope increase. *Journal of Historical Pragmatics* 8.2: 171-206.

Traugott, Elizabeth Closs. 1998. The rhetoric of counter-expectation in semantic change: a study in subjectification. *Historical Semantics and Cognition*, Andreas Blank and Peter Koch (eds.), 177-196.

**Susanna Shore, Mikko T. Virtanen**

***Implicit evaluation and evaluative prosodies***

[contribution to the panel *Explicit vs. implicit evaluation*, organized by Shore Susanna]

Central to implicit evaluation is the co-text and context: the meanings in a certain part of a text are coloured by the surrounding meanings. This colouring has been referred to as an evaluative prosody in recent genre and register theory and especially in appraisal theory (Martin 1996; Martin & White 2005; Hood 2010).

Three types of prosody realization are distinguished in appraisal theory. Saturating prosody corresponds closely to Halliday's (1979) original notion of prosody in systemic-functional theory: modalities and interpersonal meaning are often strung throughout the clause and accumulate (*it may possibly be true I think*). Intensifying prosody refers to the highlighting of interpersonal meaning through repetition (*I really really really like it*). Dominating prosody refers to the scopal or framing relationship between elements in a text (*I'm sure that I like it*).

This paper will discuss the notion of prosody in text analysis: we shall discuss its definition, its boundaries and its usefulness in the analysis of evaluative meanings in texts. The three prosodies distinguished (particularly saturating and dominating) are – it seems to us – problematic when applied to meanings beyond the clause. The phenomena that have been investigated under the rubric of prosody in appraisal theory can be more easily understood from the point of view of the textual metafunction in systemic-functional theory. For example, many instantiations of “saturating text prosodies” can be better understood in terms of co-referential chains and “dominating text prosodies” are often hyper-themes. The points that are made will be illustrated with examples from previous prosody research as well as examples from Finnish book reviews.

Halliday, M. A. K. 1979: Modes of meaning and modes of expression. Types of grammatical structure and their determination by different semantic functions. – D. J. Allerton, E. Carney, & D. Holdcroft (eds.), *Function and context in linguistics analysis*, pp. 57–89. Cambridge: Cambridge University Press.

Hood, Susan 2010: *Appraising research. Evaluation in academic writing*. New York: Palgrave Macmillan

Martin, J. R. 1996: Types of structure. – Eduard Hovy & Donia Scott (eds.), *Computational and conversational discourse*, pp. 39–46. Berlin: Springer.

Martin, J. & White, P. 2005: *The Language of Evaluation: Appraisal in English*. New York: Palgrave Macmillan.

**Daniel Silva,**

***How do words wound? Brazilian internal migrants and the mediation of symbolic violence***

[contribution to the panel *The violence of words*, organized by Silva Daniel]

This paper departs from two different accounts on how violence is enacted in language to discuss the violence of words in Brazil. Opposed discourses on economic growth and development have been struggling to project their own delimitations of modernity in the country. The hegemonic discourses in Brazilian media, represented mostly by the voice of corporate media in São Paulo and Rio de Janeiro, often place the *Nordestinos* – people who live in or migrate from the *Nordeste*, the poorest region of Brazil – as second-class citizens, subjects defeated by death and the past that the wealthy Southeast would have overcome. Writing from different perspectives, Judith Butler and Charles Briggs have proposed that the violence that wounds the subject lies in *circulation*. According to Butler's *Excitable Speech*, the hateful, misogynist, racist or homophobic word performs injury not because it carries any violent substance or someone's evil intention, but precisely because it “cites” a series of linguistic conventions and past utterances that are condensed at the moment of utterance itself. Injury works as long as it repeats a string of injurious discourses; in such repetition, subject and violent act are retrospectively posited as the respective “doer” and “deed” within this scene that evokes and disrupts a chain or a circulation of violent meanings. Briggs, in recent ethnography, proposes that symbolic forms of violence circulate together with texts' proliferation through multiple spatial and temporal dimensions of social life. The pragmatic and ideological infectiousness of texts is what Briggs defines as communicability, a term that also stands for the capacity of microbes to spread. In his account, communicability consists in how texts project their own emergence, circulation and reception (a pragmatic aspect). Readers are then invited to interpellate themselves vis-à-vis certain opinions and modes of interpreting the world (an ideological aspect). Briggs' notion of circulation of violence offers an interesting key for us to understand how symbolic violence itself is naturalized, travelling as an unquestioned and reified concept. Communicability, however, is a process that can be challenged by the subjects who are submitted to it. People can critically respond to such maps by rejecting to be placed within them. In spite of their differences, these two notions point toward a prominent feature of circulation, namely that, while circulating and proliferating in discourse, violence can also be counteracted. Both Butler's iterability and Briggs' communicability presuppose that discourse faces rupture as a condition of its own possibility. I take this disruptive aspect of discourse as a start point in presenting my own ethnography of the circulation of violence in

Brazil. I focus on how the *Nordestinos* evaluate the communicable cartographies in which they are constructed as naïve people living under the shadow of the past. My ethnographic work looks at people who migrated from this region to the wealthiest states of São Paulo and Rio de Janeiro and tries to conjugate the mediated construction of modernity in the political and economic loop of Brazil with the subjects' reception of violent meanings that circulate across multiple spaces.

**Horst Simon,**

***Answering back in medieval German. Observations on the pragmatics of 'inflected' Yes/No-particles***

[contribution to the panel *Diachronic Corpus Pragmatics*, organized by Jucker Andreas H.]

This paper investigates the question of how one could answer an insinuating or a tendentious (or at least: a negated) question in medieval German. – Contemporary German offers three main answer particles: *ja*, *nein* and *doch*. The latter is restricted to answering negated questions; it emerged as late as the 18th century. What was used for this function before that has never been properly investigated.

In my paper, I will study the use of German answering particles from their earliest attestations until the Early Modern period. It will emerge that there was a specialised morphosyntactic construction that is – according to the typological literature – extraordinarily rare: the addition of a (cliticised?) pronominal element to the particle:

(1) *Warum lyt er hie off? Lege er nit gemechelicher dort nyden in eyner herberge? – Ja er.*

[13C] 'Why does he lie around here? Wouldn't he lie more comfortably over there in an inn? – Yes he.

(2) *Herre, sprach er, sint ir ritter? – Ja ich, liebes kint.*

[13C] Sir, said he, are you a knight? – Yes I, dear child.

(3) *Hastu chain wag im hauzz? – Trewn io ich.*

[15C] hast.thou no scales in.the house truly yes I

'Don't you have scales in the house? – Yes, I have, truly.'

It appears that in some texts a pronoun is added to an answering particle when there is some kind of pragmatic contrast involved – either a positive answer to a negative question, some insinuation or simply contrastive focus.

However, the picture emerging from the data is not clear-cut. I will therefore discuss confounding factors, such as the influence of rhyme or parallel languages in the case of translations. I can thus not only shed light on the pragmatics of a rare construction type that has meanwhile disappeared, but also highlight difficulties and potential pitfalls when working with historical corpora.

**Mika Simonen,**

***Mutual negotiation of the interviewee's competence in interview interaction***

[contribution to the panel *Identity & relationship construction with and among the elderly*, organized by Englert Christina]

Through conversation analysis of video recordings made from clinical assessment interviews, I will explicate the ways in which the interviewers recognize and negotiate the interviewees' physical, psychological and social competence. The data corpus consists of 41 interviews, and the phenomena discussed in this paper are found in seven of them. The interviewees are either aged or unemployed persons. The interviews belong to three development and research projects focusing on functional capacity. Three practices emerged in the data analysis: (1) An interviewer may reinforce an interviewee's uncertain claim of competence, (2) disagree with a negative response or a reservation formulated with the response, and (3) apologize for questioning a competent respondent.

The observations will be discussed in the context of gerontological as well as ethnomethodological theories. In the gerontological 'Person-Environment Fit' model, it is assumed that an individual regulates his or her behavior according to the environmental press in dynamic processes. Competent behavior is achieved when there is a balance between the abilities of an individual and the environmental press. This press may contain physical and social aspects.

Ethnomethodological approach to competence emphasizes practical actions and behaviors that an individual needs to do to indicate certain membership. Ethnomethodology suggests that "being a competent member" is an observable and reportable object for other members.

My observations on assessment interviews support both gerontological and ethnomethodological reasoning. I propose, as the ethnomethodological theory suggests, that interviewers can recognize and make references to interviewees' competence. The observed actions allow mutual negotiation of interviewees' competence. For the gerontological model, these results show that interviewers may modulate the social environmental press and therefore take part to the interviewees' regulation processes. This would mean that the maintenance of competence is also an interactional event.

Garfinkel, H. (1984) *Studies in Ethnomethodology*. Cambridge: Polity.

Sacks, H. (1992) *Lectures on Conversation*. Volume II. Edited by Jefferson, G. Cambridge: Blackwell.

Schaie, K. W., Boron, J. B., Willis, J. L. (2005) *Everyday Competence in Older Adults*. In *The Cambridge*

Handbook of Age and Ageing, p. 216-228. Edited by Johnson, M. L. Cambridge: Cambridge University Press.

**Frédérique Sitri, Georgeta Cislaru, & Caroline Mellet**

***Enunciative Approaches to Drafts: Reveling Generic Constrains of the Re-Writing Process***  
[contribution to the panel *Analyzing Discourse in Progress: A Cross-Disciplinary Approach (Pragmatics, Discourse Analysis, and Text Genetics)*, organized by Cislaru Georgeta]

This paper aims at showing the way modifications affect enunciation in the drafts of educative reports. In order to specify the regrouped phenomena within this denomination, we will begin by defining the generic constraints that can affect the position of the enunciator in its text.

Firstly, the educative reports studied inscribe themselves in an enunciative system and a complex interactional configuration. Written by one or several scriptwriters, they are the outcome of meetings over the course of which different professionals working alongside a consistent group of children present their points of view on the situation. Moreover, interviews with the family or the child, whose words appear within the text, are the main source of observation and data collection. From the beneficiary's point of view, they are addressed to the judiciary or administrative authority that ordered the placement but can also be read by the family who has access to the file.

Secondly, the question of the scriptwriter's implication is the object of explicit recommendation – verbally within the service, through writing guides or written suggestions by judges (Huyette): the social worker must maintain a “distance,” objectivity, and must not allow him/herself to in some way be overwhelmed by that which he “feels” in face of the observed situation. But at the same time, the educative reports must express professional concerns, because they most often seek to allow or demand the prolongation of an educative measure, which is their pragmatic goal.

We will show how an analysis of drafting and editing illuminate the weight of the diverse, yet often contradictory, generic constraints weighing on this writing. These constraints give the scriptwriter a social role and engage his/her responsibility. They are translated within the text by complex ways of implication. We will consider two types of modification.

On the one hand, the modifications directly affect the scriptwriter's manner of inscription in his text, which apply to the following phenomena in particular:

- the forms of the 1<sup>st</sup> person plural (us, our)
- the modalisation and the evaluative vocabulary
- the representation of child talk
- the perspective and empathy, when the social worker goes from discursive quasi-identification to dissociation by assuming the institutional point of view: *He could, thus, interrogate himself on the reasons of his placement; to come on internship à to take up an internship; to give hugs à to respond to hugs*

On the other hand, aspectual changes that modify the representation of facts or successive corrections brought to a paragraph that explicitly aim to interpret a fact may be aligned with the way in which a described situation's interpretation elaborates itself in writing.

Example: *the parents mutually disqualify themselves à the parents continue to ....*

The ensemble of phenomena analyzed will thus permit an understanding of where to stand, over the course of drafting and editing, the pragmatic effects tied to the “presence” of the scriptwriter in his text.

**Augusto Soares da Silva,**

***Perception, attitudes, and pluricentric languages: The case of European and Brazilian Portuguese. A cognitive and sociolectometrical approach***

[contribution to the panel *Perception of Language*, organized by Bachmann Iris]

In this paper we will answer three research questions about the perception of Portuguese as a pluricentric language, specifically regarding the distance between European and Brazilian Portuguese. Firstly, how do language users perceive the two national varieties and how do they evaluate them attitudinally? More specifically, what cultural and cognitive models are at work in the categorization and evaluation of national linguistic differences of Portuguese? Secondly, how do these perceptions and attitudes influence the convergence/divergence and standardization of the two national varieties? Thirdly, to what extent do perceptions and attitudinal evaluations of the pluricentricity of Portuguese correlate with actual language behavior as observed in a corpus? This study makes use of corpus-based, attitude-based and sociolectometric methods, particularly the *onomasiological method* for the study of language variation (i.e. onomasiological variation involving denotational synonyms) and uniformity measures based on *onomasiological profiles* (sets of denotational synonyms) that were developed by Geeraerts, Grondelaers & Speelman (1999). Theoretically, this research is based on a cognitive sociolinguistics perspective (Kristiansen & Dirven 2008).

We take as a starting point the results of previous corpus-based research into lexical convergence and divergence between European and Brazilian Portuguese in the course of the last 60 years (Soares da Silva 2010). The corpus analysis was carried out for several thousands observations of the use of alternative terms designating 43

nominal concepts from the lexical fields of football and clothing. The quantitative corpus approach shows that both national varieties diverge from each other in the vocabulary of clothing, that the Brazilian variety has changed more than the European variety and that the actual distance between the standard and the substandard strata is higher in Brazilian Portuguese than in European Portuguese.

The issues of perception and attitudinal evaluation of the pluricentricity of Portuguese will be analyzed in two different ways. First, we will examine the data from a survey designed to gauge Brazilian and Portuguese students' intentions (convergent and divergent perceptions and attitudes) with regard to 15 onomasiological profiles from the lexical field of clothing. The survey contained three questions. The first, concerning the behavioral component, sought to determine the attitudinal intention with regard to word X as a name for concept Z. Respondents were asked which onomasiological alternative they would use (usually/sometimes/never) when expressing themselves in a Portuguese standard. The other two questions concerned the respondents' common knowledge about the typical usage and origin of the words selected. They were asked if the word in question is typically used in Portugal, Brazil or used in both countries and if the word in question is of English, French or Portuguese origin. The second perception and attitude analysis focuses on purist and pro-independence, converging and diverging attitudes displayed in recent literature about Portuguese language policy and standardization.

The attitudinal intentions of both Brazilian and Portuguese respondents are as divergent as those observed in the corpus. In particular, the proportion of clothing terms considered by respondents to be endogenous and binational (divergent perception) is considerably higher than the proportion of clothing terms characterized by the same respondents as exogenous and binational (convergent perception). However, the respondents' intentions do not correspond in all respects to actual behavior. As regards attitudes displayed in the literature, we can conclude that *romantic* and *rationalist* cognitive models (Geeraerts 2003) shape purist (or converging) and pro-independence (or diverging) attitudes, and may influence the development of European and Brazilian Portuguese in the direction of continued divergence.

**Mikolaj Sobocinski,**

***The Silent Language. Analysis of Pictorial & Linguistic Signs in the Transformation of Urban Space into Habitable Place***

[contribution to the panel *Ethnicity, Communication & Discourse: Panel in Memory of the Late Ronald Scollon*, organized by Sobocinski Mikolaj]

The major difference between space and place is that of meaning and functionality as space can be understood as not much more than a collection of elements with only potential meaning(s). Hence, space is more of a potential place or a setting to be (E. Goffman *The Presentation of Self in Everyday Life*). A place on the other hand can be seen as an aggregate of objects and people, as the conglomerate of all relations – imaginary and actually realised – between them. In this way place becomes a significant, though silent, component of interactions (evaluating Ron Scollon & Suzie W. Scollon *Discourses in Place*).

The unlimited potentiality of space (adopting 'geosemiotics' after Scollon & Scollon), with certain restrictions of its would-be functionality, is transformed into precise meanings and usages of places 'here-now-for me'. It seems that architectural clues together with linguistic and pictorial signs scattered around urban spaces manage to direct the nature of interactions in a very cunning way. Upon occupying certain spots and areas in space, we agree to obey local rules of conduct hinted by the nature of each place. In due course all interactions within the area must follow particular schema or else the rules of conduct, silently imposed by omnipresent signs, will be violated, and the whole communication process may conclude in misunderstanding or even hostility.

In the presentation it will be argued that human communication is in a large part proxemical (E.T. Hall *The Hidden Dimension*) both in its linguistic and extralinguistic aspect as territoriality "forms the backcloth to human spatial relations and conceptions of space" (R.D. Sack *Human Territoriality*). As a result one may easily list possible types of interactions, e.g., single, with, encounter, queue, etc. (E. Goffman's units of interaction order analysed in *Discourses in Place*) which are either unmarked or marked in relation to each place. The underlying factor for that is the "phatic function of speech" (B. Malinowski *The problem of Meaning in Primitive Languages*) which actually applies to the whole communication process, so to verbal and non-verbal, and to linguistic and extralinguistic elements as well. It will be argued that there is a constant interplay between the occupant of space (a sort of Hearer-Reader) and (imaginary) creators of space together with other space users treated as different parties in a silent conversation. Together people, spaces, distances, objects, and omnipresent signs in turn re-evaluate the nature of the original space into a particular place.

The presentation will be concluded with the argument that there is an interplay between politeness, relevance, and perlocutionary force within the (imaginary) communication process. Those three in unison create the feeling of verbal proxemics, the character and force behind interactions bound to 'here-now-for me' relation. Eventually the analysis of examples in relation to verbal proxemics will be presented together with a new model of communication, which is designed to reflect social and proxemic elements of the communication process explaining to what extent places shape interactions, and also how signs recreate and redefine space into place.

**Sung-Ock Sohn, HyeRi Stephanie Kim**

***The turn-final *kuntey* ‘but’ in Korean conversation***

[contribution to the panel *Cross-linguistic and Diverse Theoretical Approaches to Japanese and Korean Sentence-final Particles*, organized by Shinzato Rumiko]

This paper illustrates the interactional uses of a discourse connective *kuntey* ‘but’ in turn-final position in Korean everyday conversation, and suggests that *kuntey* is in the process of being grammaticalized as a sentence-final particle. *Kuntey* is a colloquial, contracted form of *kulentey* and changes its form depending on where in a sentence it occurs. For example, in the beginning of a sentence, its original form *kuntey* is used to preface the sentence; while at the end of a clause, it is attached as a sentence-final suffix and changes its form to *-nuntey*. Park’s (1997) comprehensive study of Korean contrastive connectives has described its turn-initial, -middle and -final usages in naturally occurring conversation; however, she did not make note of *kuntey* being used in turn-final position.

Our study of the turn-final *kuntey* shows a case of grammaticalization from a discourse connective (*kuntey* ‘but’) to a sentence-final particle. The analysis of a spoken corpus drawn from naturally occurring conversational data demonstrates a striking similarity to the grammaticalization continuum of the utterance-final *though* in English (e.g. Barth-Weingarten & Couper-Kuhlen, 2002). By analyzing Australian English, Mulder and Thompson (2008) argue that ‘but’ has grammaticalized into a stable sentence-final particle. Interestingly, our study of modern Korean shows that *kuntey* may be on the continuum of a similar process, but still in the process of being developed as a sentence-final particle.

By using conversation analysis, we demonstrate that the turn-final *kuntey* 1) is used as “an increment” (e.g. Schegloff, 2007; Ono & Couper-Kuhlen, 2007), a grammatical extension to a turn after its possible completion point and 2) constructs the turn as an after-thought. As the turn-initial *kuntey* is used in dispreferred responses, topic resumption and sequence-closing sequences (Park, 2007), the turn-final *kuntey* is found in similar contexts. It, however, is used primarily when the speaker is (pre-)disagreeing with the previous claim made by either the speaker him/herself or the recipient, and (pre-)criticizing the recipient. These are disaffiliative actions in Stivers’ (2008) terms, which are managed as delicate social actions in interaction. Thus, the turn-final *kuntey*, indexing the turn as an after-thought or a side comment, is a resource that allows the speaker to soften the force of disagreement that has been produced, and thereby save face.

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Mulder, J. & Thompson, S. A. (2008). The grammaticalization of *but* as a final particle in conversation. In L. Ritva (Ed.), *Crosslinguistic studies of clause combining: The multifunctionality of conjunctions*. Amsterdam: John Benjamins.

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Schegloff, E. A. (2007). *A primer in conversation analysis*. Cambridge: Cambridge University Press.

Stivers, T. (2008). Stance, alignment and affiliation during story telling: When nodding is a token of preliminary affiliation. *Research on Language in Social Interaction*, 41, 29-55.

**Malgorzata Sokol,**

***Evaluative language and the construction of academic voices in the blogosphere***

[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

Academic (research) blogs, as a relatively recent phenomenon of scholarly exchange, offer opportunities for increased academic interaction and self-expression outside the traditional scholarly publishing system. As an evolving genre, academic blogs are characterised by a large degree of diversity as to the form, content and function (e.g. Kjellberg 2009; Schmidt 2007; Mortensen, Walker 2002). They are considered to be a hybrid between journal, academic publishing, storage space for links and site for academic discussion, which potentially extends beyond the academic community (Mortensen, Walker 2002). On the one hand, by its nature of a diary, academic blogs serve as media for self-expression and self-reflection. On the other hand, as social software, they have the capacity to engage others into collaborative activity, reflection, knowledge sharing and debate. This makes blogs a powerful resource for constructing an online professional identity (e.g. Dennen 2009; Ewins 2005; Kirkup 2010).

The aim of this paper is to investigate how authors negotiate their (professional) identity through engagement expressed in the patterns of affect, judgment and appreciation, as developed within Martin and White’s Appraisal

Framework (2005). As the genre of academic blogs is considered a hybrid genre and exemplifies a large degree of discipline-bound variation, I narrow content analysis to the English blogs of humanities scholars.

Generally, the research proves that academic identity as constructed in a blog, similarly to other asynchronous types of Internet situations (e.g. e-forum), is an extension and elaboration of an academic's real life identity. An academic blog proves a communicative situation in which public, institutional and private aspects merge. In addition, the results indicate the emergence of less constrained modes of academic exchange that result from the current pursuit of 'open science', where blogs have a potential of bringing science to the public. Bloggers also exploit the possibilities of the medium to effectively negotiate their identity of a competent and reliable scholar. The study proves that the author's presence as marked on a blog is multi-layered and polyphonic, and brings challenges to the established practices of scholarly communication.

Dennen, V. P., 2009, "Constructing academic alter-egos: identity issues in a blog-based community", *Identity in the Information Society* 2(1): 23-38.

Ewins, R., 2005, "Who are You? Weblogs and Academic Identity", *E-Learning* 2(4): 368-377.

Kirkup, G., 2010, "Academic blogging: academic practice and academic identity", *London Review of Education* 8(1): 75-84.

Kjellberg, S., 2009, "Scholarly blogging practice as situated genre: an analytical framework based on genre theory", *Information Research* 14(3), Paper 410

Martin, J.R., White, P.R.R., 2005, *The Language of Evaluation. Appraisal in English*. New York : Palgrave Macmillan.

Mortensen, T., Walker, J., 2002, "Blogging thoughts: personal publication as an online research tool," in: A. Morrison (ed.) *Research ICTs in Context*, Oslo: InterMedia: University of Oslo.

Schmidt, J., 2007, "Blogging practices: An analytical framework", *Journal of Computer-Mediated Communication*, 12(4), article 13.

### **Carmen Soler-Monreal, Luz Gil-Salom**

#### ***Literature Reviews in English and Spanish PhD theses: A cross-language study***

[contribution to the panel *Interpersonality in written specialised genres*, organized by Gil-Salom Luz]

Research on the Literature Review (LR) chapter of doctoral theses has been carried out on theses produced by native English speaking students (Ridley, 2000; Kwan, 2006; Thompson, 2005, 2009). However, to our knowledge there have been no contrastive studies based on LR chapters in theses written in English and in Spanish. Reviews in general entail critical evaluations which may involve face threatening acts (Brown & Levinson, 1987). The LR of a doctoral thesis both evaluates others' research and is evaluated by the examiners, a distinguishing feature of the thesis social context which differentiates it from other 'more public' review genres, such as book reviews or back-cover blurbs (Hyland & Diani, 2009). This makes it necessary to maintain appropriate relations between the writer and the academic community through politeness strategies that aim at saving three faces: the writer's, the examiners' and the reviewed authors'. Doctoral candidates must submit their research for assessment and need to present their claims and show their knowledge in conformity to the norms of the academic environment. Citation practice provides justification for arguments and allows a writer to indicate a rhetorical gap for her/his research and adopt a tone of authority. Claims must be supported with evidence, and writers must demonstrate an understanding of approaches and knowledge in their fields of specialisation, in order to persuade the examiners that the thesis is worthy of the award of a doctorate (Thompson, 2005). Candidates also need to keep the adequate interpersonal relationship with the immediate audience (the examiners). They also need to evaluate the previous research in an area of study and to be respectful with previous claims from authorities in the disciplines. In this context of social interaction, politeness strategies should be taken into consideration so as to mitigate the strength of their arguments.

This paper investigates contrastively how interactional resources and, in particular reporting verbs, are deployed in the LR chapters of PhD theses. It analyses a comparable corpus of 20 LRs -10 in English and 10 in Spanish-written by native speakers, within a single applied discipline: computing. It focuses on uses of reporting structures realised through integral and non-integral citations of other texts (Hyland, 1999). The research design is based on previous taxonomies of reporting verbs proposed by Thompson & Ye (1991) and Hyland (1999), and classified according to the type of activity referred to, under two categories: denotative, e.g. 'find', 'state' (in English LRs) and 'demostrar', 'analizar' (in Spanish LRs), and evaluative, e.g. 'suggest', 'recommend' (in English LRs) and 'proponer' 'asumir' (in Spanish LRs). Using a combination of both quantitative and qualitative data we will determine if there is some variation in the way English and Spanish doctoral candidates adopt a stance to their reviewed authors. The pedagogical implications of this study will contribute to an understanding of interpersonal relations in two different cultural and linguistic backgrounds, and will help novice academic writers interact with their intended readers successfully.

### **Kyong-Sook Song,**

#### ***Pragmatics of quoting in Korean computer-mediated communication***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

This paper explores quoting in Korean computer-mediated communication. Researchers have investigated various linguistic characteristics of computer-mediated communication (CMC) such as organization and culture-specific features (Herring 1996, etc). Researchers also have examined quoting and constructing dialogues in conversational discourse (Tannen 1989, etc). However, not much research has been done in quoting and constructing dialogues in Korean CMC. Thus findings and observations in other languages need to be further explored in Korean CMC.

Within the framework of pragmatic discourse analysis, the present study investigates quoting in Korean CMC with focus on the interactive written discourse known as the Internet Relay Chat (IRC). This paper examines how and why Korean university students do quoting in cyber interactions. The research questions this paper attempts to answer include the following: (1) Why do Korean university students perform quoting in cyber interactions? What kinds of interactive, psychological and cognitive motivations are involved in their quoting? What are the motivations and functions behind quoting? (2) What kinds of linguistic features are utilized in their quoting? In which way is quoting achieved? What are the means and devices? (3) What are the socio-cultural factors involved in quoting? Are there any similarities and differences among participants in cyber interactions with reference to the linguistic as well as social variables/factors? It was observed that Korean university students do quoting for various interactional goals and quoting in CMC is a discourse strategy. By exploring quoting in Korean computer-mediated discourse, this paper attempts to contribute to a better understanding of the inter-network of language and culture in a new mode of communication.

Herring, S. 1996. *Computer-Mediated Communication: Linguistic, Social and Cross-Cultural Perspectives*. John Benjamin Publishing Co.

Tannen, D. 1989. *Talking Voices: Repetition, Dialogues, and Imagery in Conversational Discourse*. Cambridge;CambridgeUniversity Press.

### **Marja-Leena Sorjonen, Auli Hakulinen**

#### ***Formatting an utterance as a responsive action***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

In his lectures on conversation, Sacks (1992: 25, 47, 530) discusses the extent to which a stretch of talk can be recognized as a "second" and the role of the sequential positioning of that stretch of talk for its interpretation. In thinking about "answers", he (ibid. p. 25) states that "... that something is an 'answer' is not in principle detectable unless you also have the sequence in which it occurs. But if you get the sequence in which it occurs, then you're liable to find that 'questions' are indeed sentences, and 'answers' are, with some recurrence, not sentences". In our paper, we will discuss the formation of responses and responsiveness. We argue that, due to their typological features, languages differ in the resources that make a stretch of talk recognizable as a responsive action by virtue of its design.

In our previous work (Hakulinen & Sorjonen 2009, in press; Sorjonen & Hakulinen 2009), we have shown how a Finnish speaker, while performing the social act of agreeing, also achieves other sequentially relevant tasks. By virtue of its formal properties, the response may imply a difference in the speakers' perspectives, the primacy in epistemic authority or unconditionality of the agreement. In other words, responsive actions turned out to be compositional. Basically, we took up the syntactic properties connected with word order: the paradigm V (finite verb only) - VS (verb + subject) - SV (subject + verb).

In our paper, we will discuss the formation of responses and responsiveness more generally. Finnish is a free word order language, i.e. one where word order marks discourse and pragmatic rather than grammatical distinctions. We will argue that in this language, word order is a resource of action construction so that verb initialness, i.e. starting the turn with the finite verb, is a recognitional feature of responsive utterances. Besides in agreements, verb initialness is a resource for answering polar questions or retorting in disputes. In addition, a complete clause can be formed by the finite verb only, as the subject is not an obligatory constituent in declarative sentences. So unlike in many Indo-European languages, in Finnish a clausal utterance can be recognized as performing a responsive action in itself. However understanding the more specific type of response that the verb-initial utterance accomplishes requires recourse to its sequential context, i.e. to the type of preceding utterance it responds to.

\* Hakulinen, Auli & Sorjonen, Marja-Leena 2009. Designing utterances for action: Verb repeat responses to assessments in Finnish. In M. Haakana, M. Laakso & J. Lindström (Eds.), *Talk in interaction. Comparative dimensions*, 124–151. Helsinki: Finnish Literature Society.

\* Hakulinen, Auli & Sorjonen, Marja-Leena in press. Ways of agreeing with negative stance taking. In T. Stivers, L. Mondada & J. Steensig (Eds.), *The morality of knowledge in conversation*. CUP.

\* Sacks, Harvey 1992. *Lectures on conversation*. Vol. II. Ed. by G. Jefferson. Basil Blackwell.

\* Sorjonen, Marja-Leena & Hakulinen, Auli 2009. Alternative responses to assessments. In J. Sidnell (Ed.), *Conversation analysis. Comparative perspectives*, 280–300. Cambridge: CUP.

**Efstathia Soroli, Maya Hickmann**

***Representation of motion events in Greek, English and French: Evidence from verbal and non-verbal tasks***

[contribution to the panel *Language-specific conceptualizations in linguistic and non-linguistic tasks: comparing native speakers and second language users*, organized by Flecken Monique]

Although human spatial cognition is traditionally thought to be universal, languages present striking differences in how they organize and encode spatial information. For example, *satellite-* vs. *verb-framed* languages (Talmy 2000, 2009) provide different lexicalization patterns that result in varied ways of encoding motion (e.g. Manner, Path). The former language type (e.g., English) lexicalizes Manner in the verb root and expresses Path in satellites (e.g., particles), while the latter (e.g., French) lexicalizes Path in the verb root, leaving Manner implicit or peripheral. Some languages also present a *parallel* system in which both *verb-* and *satellite-framed* structures are available, e.g., Greek, despite its previous classification as a clear *Verb-framed* system (Papafragou et al., 2006). Some studies suggest that typological properties affect how speakers encode spatial information in discourse (Hickmann, et al. 2009; Slobin, 2006, 2009) as well as their performance beyond language use (Soroli & Hickmann, 2009, in press; von Stutterheim & Carroll, 2006; Flecken, in press ), thereby supporting a Whorfian-like ‘relativity’ hypothesis and reviving debates concerning the relation between language and thought (Gleitman & Papafragou, 2005; Levinson, 2003).

In this context we investigated how speakers of three typologically different languages, English, French and Greek, performed several tasks involving motion events: a production task (describing visual scenes), a non-verbal categorization task (grouping visual stimuli), and a verbal categorization task (deciding which visual stimulus best corresponds to a sentence). All tasks were coupled with an eye-tracking paradigm measuring on-line how participants allocated their visual attention.

Subjects’ verbalizations differed substantially as a function of language-specific factors. French speakers focused mostly on Path (lexicalized in the verb), while English speakers expressed both Manner (in the verb) and Path (outside of the verb). The Greek data were coded twice (*Verb-* vs. *Satellite-*coding). According to the *Verb-*coding, speakers expressed mostly Path using both verbs and other devices, while the *Satellite-*coding showed a preference for Manner together with Path in prefixes and adverbials. Non-verbal categorization showed a preference for Path over Manner in French, but no preference in English. Verbal categorization invited more Manner choices in all groups as compared to non-verbal categorization. However, English speakers showed a significant preference for Manner, which they chose significantly more often than French speakers, who preferred Path as in the non-verbal categorization task. Greek participants showed a preference for Manner choices in both categorization tasks. Finally, although all speakers allocated overall more attention to Path, their focus also varied across groups and item types, showing a different unfolding of attention during the processing of the visual stimuli.

Overall the verbal and non-verbal findings point out differences in most but not all behavioral patterns as a function of typological language properties. In conclusion, we argue that our results support a moderate version of the relativity hypothesis according to which typological constraints have a clear impact on linguistic behaviour, but also on some non-linguistic behaviour, although to a lesser extent, in some tasks and with some stimuli.

**Alcina Sousa,**

***Fact or Fictional Renderings of Urbanism in television news: A contrastive analysis***

[contribution to the panel *Breaking the news on European televisions: Cross-cultural perspectives (an ENIEDA initiative)*, organized by Kurtes Svetlana]

In a visually-oriented society, interactive news broadcast on TV plays an important role in rapidly disseminating the supposedly relevant information occurring daily on a national and international scope. The prime time in Portugal is reported to focus primarily on national politics, sports, international affairs, courts and justice, along with accidents and catastrophes (Brandão 2006). But what about topics like minorities, migration, the economic crisis, or even urban planning, which stand out in public everyday conversation and interest? Indeed, urban issues are frequently at the core of many debates leading citizens to become aware of a sense of place, identity and belonging, but seem wrapped up, for instance with building work for the 2012 Olympics, as if in marketing events, or even in the aftermath of a catastrophe (i.e. Floods in Madeira). The current paper aims at analysing news reporting on urbanism, particularly on planning, broadcast in Portuguese channels, RTP1 (public) and TVI (private), in a first stage, to be contrasted with those broadcast in British channels, BBC1 and Channel 4 (UK), in a second stage. The case study will draw on Speech Act Theory (Austin 1962), conversational maxims (Grice 1989) and theories of face (Brown and Levinson 1987), so as to uncover the sort of pragma-linguistic strategies used to affectively involve a broader audience, while conveying stereotypical views of the public sphere discourse.

**Agnieszka Sowinska,**

***(E)valuative polarity in the US State Of The Union addresses (2001-2010): An application of an axiological semantic approach to the analysis of political discourse***

[contribution to the panel *Approaches and insights into the pragmatic study of evaluation*, organized by Alba Juez Laura]

This paper draws on the research findings obtained in the author's doctoral thesis: "A Critical Analysis of Political Discourse from the Perspective of Axiological Semantics: On the Basis of the US President George W. Bush's and President Barack Obama's State of the Union Addresses (2001-2010)." Values are a powerful tool in political discourse used for persuasion, legitimization and, most notably, coercion. Their exploration is essential as it equips us with the ability to read political actors' minds (the way they project their expectations and assumptions on the audience), on the one hand, and 'mind in society', on the other hand. The concept of *value* is thus understood here both on the macro-level – as a semiotic, sociocultural and psychological function and on the micro-level – as an inherent element of our conceptualization of the world.

The objective of this paper is twofold: first, to present the framework for the classification of values in the major axiological domains structuring the US presidential discourse and, second, to discuss general findings, with the focus on (e)valuative polarity in the investigated speeches (Hunston and Thompson 2000). The proposed framework draws on the methods of Critical Discourse Analysis, its dialectical-relational (Fairclough 1989) and socio-cognitive (van Dijk 1998, 2009) schools in particular, and axiological semantics as understood by the Polish linguist Jadwiga Puzynina (1992). Recent insights into the analysis of political discourse (Chilton 2004; Cap 2006, 2009; Hart 2010) will also be addressed.

An underlying assumption of the paper is that values can be extracted and analyzed on three levels: systemic, textual, and conceptual. For distributional purposes, the following procedure was applied: first, an in-depth qualitative analysis of two SOTUs (2002 & 2010) was conducted with a view to pinning down key value-bearers assigned to both the in-group and the out-group, and pragmalinguistic means realizing referential and predicational strategies, which in turn conceptualized the in-group, the out-group, their goals, actions, values and resources. Next, a frequency wordlist was generated by the AntConc software (Anthony 2007) to corroborate the preliminary results and add more rigor to the study. The most frequent lexical items which conceptualized values according to the assumed domains of value (ideological, moral, cognitive, sensed and vital) were shortlisted. To these, their synonyms and morphologically related words were added. Finally, word searches of the selected lexical items were run and concordance lists in the KWIC format were generated and subject to analysis (cf. McEnery, Xiao and Tono 2006; Lewandowska-Tomaszczyk 2005).

The study has revealed that the most salient values in the SOTUs spanning the period of ten years are: positive values of security and freedom and negative values of terrorism and tyranny and oppression in the ideological domain; positive values of compassion and decency and negative values of secrecy, deceitfulness and defiance in the moral domain; finally, positive values of health and health care and negative values of death and destruction in the vital domain.

**Augustin Speyer, Anita Fetzer**

***Discourse relations in English and German Discourse: Local and not-so-local constraints***

[contribution to the panel *Pragmatic aspects of discourse coherence*, organized by Gruber Helmut]

This contribution examines discourse relations in argumentative discourse from local and not-so-local perspectives, considering in particular those contexts in which they are marked overtly. To identify the necessary contextual constraints, a contrastive analysis of German and English editorials is undertaken as this allows us to refine the results obtained by differentiating between more generalized and more particularized argumentative strategies for the overt / non-overt linguistic marking of discourse relations. The focus lies on the subordinating relation of *commentary* (Asher and Lascarides 2003), which is referred to a linear theme pattern in Systemic Functional Grammar (Halliday 1994). We argue that the overt marking of a discourse relation does not only depend on its semantics but also on its structural positioning as directly or non-directly adjacent.

Adjacency is a complex notion, which not only comprises the conversation-analytic conception of adjacency holding between turns, that is adjacency pair / position / relation / expectation. It may also refer to the turn-internal or discourse-internal sequential organisation between discourse units (or parts), and between discourse units and discourse as a whole. Especially in the former, we claim, adjacency position is of key importance, fulfilling a dual function by providing a structural slot composed of two units and a discourse-pragmatic interpretation of their connectedness. The relation can be made explicit by the overt representation of an argumentative move, it can be represented by a discourse connective and thus be left underspecified, and it can be left empty. As regards the latter two, the relation needs to be pragmatically enriched through inference. While adjacency expectation is anchored to typed pairs of turns, it is constrained by genre- and culture-specific patterns

in accordance with which interlocutors sequentially organise their discourse. They may, however, also opt for local non-compliance. Against this background, we differentiate between

1. Contexts in which adjacency position conflates with adjacency relation and with adjacency expectation.
2. Contexts in which adjacency position does not conflate with adjacency relation and does not conflate with adjacency expectation.

Discourse relations which are anchored to two directly adjacent discourse units and in which adjacency position and adjacency relation conflate tend to be a straight-forward matter. If the relation is of a type which signifies a continuation of the discourse topic, such as elaboration, continuation or commentary, it is non-overt in the English and German data. If the discourse relation signifies contrast, it is overt in all instances of the English data but only in 22% of the German instances. Non-adjacently positioned discourse relations tend to be represented overtly in the majority of cases in both sets of data.

Conflated adjacency allows the interlocutors to construe discourse coherence in a straight forward manner and attribute the information communicated directly to discourse common ground. The overt marking of discourse relations signifies discourse-pragmatic dis-continuity. This may be because of some contrast holding between the units, or because interlocutors need to identify the appropriate discourse units and connect them so that the information communicated through them can be attributed to the discourse common ground.

**Thomas Spranz-Fogasy,**

***Processing the Diagnosis in Doctor-Patient Interaction – Prediagnostic Statements as Displays of Understanding***

[contribution to the panel *Interaction types across helping professions – Differences, similarities and interferences of communicative tasks*, organized by Graf Eva-Maria]

History taking in doctor-patient interaction is mainly characterized by question-answer sequences. Nevertheless there are other activities which organize the diagnostic process as well. In her study on veterinarian-client interaction Stivers (1998) characterizes prediagnostic commentaries as „diagnostically relevant statements that describe what the physician is seeing or feeling”, what he anticipates or speculates on diagnoses and treatments, or both; via their implications veterinarians test for the willingness of the client for further – potentially expensive – treatment. Heritage and Stivers (1999) discuss online commentaries as “talk that describes or evaluates the signs which physicians are encountering during the physical examination”, thus informing the patient about both, the doctor’s current experience and the ongoing progress of the examination.

In this paper I deal with prediagnostic statements including prediagnostic and online commentaries as well as further types of utterances (e.g. report of ad-hoc findings, evaluations etc. as a whole). These utterances often emerge in the row of question-answer sequences, cut off the development at date, and pave the way for new topics and/or new activities.

Prediagnostic statements are subtotals which allow pursuing further issues in respect to the diagnosis as the main goal of the current interaction. Studying the interplay of questions, answers, prediagnostic statements, and patients’ reactions within the diagnostic process reveals the organization of understanding within a particular interaction type of doctor-patient talk. But it also illuminates a huge amount of other interaction types within doctor-patient interaction as well as within other helping professional formats (e.g. counseling, supervision etc.) where display of understanding is a relevant communicative task.

The research presented here is part of a larger project "Verbal and communicative displays of understanding in talk-in-interaction" that is run at the Institute for the German Language (Mannheim/Germany). Based on linguistic conversation analysis methods, we analyze verbal and communicative practices participants use for accomplishing shared understandings.

Data for the study are authentic interactions from medical offices of doctors of different specialty areas such as general practitioner, internist, and urologist.

Heritage, John/Stivers, Tanya (1999): Online Commentary in acute medical visits: a method of shaping patient expectations. In: *Social Science & Medicine* 49, S. 1501-1517.

Stivers, Tanya (1998): Prediagnostic Commentary in Veterinarian-Client Interaction. In: *Research on Language and Social Interaction*, 31 (2), S. 241-277.

**Mario Squartini,**

***Between modal particles and discourse markers: North-Western Italian già ‘already’***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

As shown by Mosegaard Hansen & Strudsholm (2008), French *déjà* and Italian *già* ‘already’, albeit semantically comparable, have different distributions, especially as far as their interactional functions are concerned. Unlike its French cognate, Italian *già* occurs as an affirmative particle and can be used as a discourse marker expressing interactional confirmation (Bazzanella 1995:242):

- (1) *Già* - confermai - ce l'abbiamo fatta  
 'Already – I confirmed - We managed'

On the contrary, French *déjà* is admitted in interrogative sentences, where it signals that the question might be redundant, a context in which standard Italian *già* does not occur:

- (2) Quel est votre nom, *déjà*? (Mosegaard Hansen & Strudsholm 2008:497)  
 'What's your name, Already?'

In a sense, (1) and (2) are both interactional, but they have different connections to the information flow. While Italian *già* (1) is a discourse marker used to negotiate the interactional relationship between two speakers, French *déjà* (2) has a 'backchecking' function (Waltereit 2001:1405-1407) comparable to the informationally 'non-initial' nature of modal particles (Diewald *et al.* 2009:197).

Interestingly, North-Western regional varieties of spoken Italian have a mixed usage of *già*, not only admitting the standard Italian interpretation as a discourse marker (1) but also the modal usage in (3), which shows that the two functions are not mutually exclusive as the contrast between French and standard Italian might suggest.

- (3) Com'è *già* il tuo indirizzo?  
 'What's Already your address?'

Elaborating on a set of real examples specially collected for this research, the morphosyntactic behaviour of North-Western Italian *già* will be described focussing on two features that are particularly relevant as far as the relationship between discourse markers and modal particles is concerned:

As a modal particle North-Western Italian *già* is restricted to interrogative sentences, a syntactic specialization that sets it apart from prototypical *Abtönungspartikeln*. In this respect, the degree of syntactic integration will also be analyzed as well as the preference for cleft interrogative sentences.

As a discourse marker North-Western Italian *già* tends to be phonetically reinforced by means of an interjectional element (*oh*) that formally differentiates the discourse marker (*oh già*) from the modal particle (*già*), thus reintroducing a formal distinction that supports the hypothesis of a functional differentiation.

Bazzanella, C. (1995), "I segnali discorsivi", in L. Renzi, G. Salvi, A. Cardinaletti (eds.), *Grande grammatica italiana di consultazione*. Bologna: il Mulino, pp. 225-257.

Diewald, G. / Kresic, M. / Smirnova, E. (2009), "The grammaticalization channels of evidentials and modal particles in German: Integration in textual structures as a common feature", in M.-B. Mosegaard Hansen / J. Visconti (eds.), *Current trends in diachronic semantics and pragmatics*. Oxford: Emerald, pp. 189-209.

Mosegaard Hansen, M.-B. / Strudsholm, E. (2008), "The semantics of particles: advantages of a contrastive and panchronic approach: a study of the polysemy of French *déjà* and Italian *già*", *Linguistics* 46:471-505.

Waltereit, R. (2001), "Modal particles and their functional equivalents: A speech-act-theoretical approach", *Journal of Pragmatics* 33:1391-1417.

## **Stefanie Stadler,**

### ***Negotiating Conflict and Rapport during Disagreements***

[contribution to the panel *From Refusing to Schmoozing: Investigating Strategic Roadmaps for Negotiating Conflict and Rapport*, organized by Boxer Diana]

According to Spencer-Oatey (2008) effective rapport management requires paying attention to face concerns, politeness issues and rapport management strategies, as well as negotiating a myriad of factors that influence strategy use, such as rapport orientation, contextual variables and pragmatic conventions. The complexity of rapport management immediately highlights the challenges it poses to interpersonal relationships as well as the level of sensitivity and awareness that are required to maintain good relations in interpersonal interactions. Getting the balance between communicating content and negotiating rapport right is not an easy endeavour at the best of times. However, maintaining and negotiating rapport while engaging in heated debates can be extremely difficult to master. People tend to feel strongly about their opinions and having their opinions questioned or even attacked can be a serious affront to a person's face-needs. As a sensitive and potentially face-threatening speech act, disagreement thus poses a particularly great challenge to rapport management. Disagreement can feel like a personal affront and people often react in a defensive and aggressive way towards disagreement. Disagreement instances can threaten or even sever interpersonal relationships, consequently rapport management is essential to face-threatening speech acts if we want to maintain amicable or least civil relations with our interactants.

The extent to which defending one's standpoint in disagreements is balanced against rapport management concerns differs considerably across cultures. This paper adopts a cross-cultural perspective to addressing how relationships are negotiated in argumentative situations in different cultural contexts. To this end, the paper draws on public talk in German and New Zealand panel discussions in order to get an insight into how different cultures handle rapport management in face-threatening situations. German and New Zealand cultures have been shown to differ significantly in the use of politeness strategies and face-concerns (Stadler, 2007). However, the cultural differences between those two nations extends far beyond politeness and face. There are fundamental differences in the attitudes towards dissent as a whole. While disagreement is dispreferred in the New Zealand culture, this is not necessarily the case in a German cultural context. Research has demonstrated that there seems to be a deep-rooted discrepancy of underlying cultural values in which New Zealand culture values politeness

and superficial agreement very highly. On the other hand the German culture exhibits a preference towards speaking one's opinion honestly and frankly, overriding concerns for face and politeness. With German culture tending towards a confrontational interactional style and New Zealand culture being consensus-oriented and seeking agreement, their strategies for managing rapport during disagreement instances differ profoundly. This paper seeks to draw out these differences and shed light on negotiating rapport and conflict across cultures.

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Stadler, S. (2007). *Multimodal (Im)politeness: The Verbal, Prosodic and Non-Verbal Realization of Disagreement in German and New Zealand English*. Hamburg: Verlag Dr. Kovač.

### **Manfred Stede, Oliver Gros**

#### ***Determining negation scope in German and English medical diagnoses***

[contribution to the panel *Nonveridicality, evaluation and coherence relations*, organized by Taboada Maite]

Understanding and interpreting negation is interesting for many language technology applications, but for medical diagnoses it is indeed of utmost importance: If an information extraction system fails to correctly determine whether the doctor does or does not see evidence for a particular disease, the system's results are close to useless. In our work, we address the sub-genre of pathology reports, of which we have assembled a corpus of German and English texts and annotated expressions of negations and their scope (i.e. the linguistic material that is being negated).

In the paper, we first present a contrastive analysis and outline the differences we found between German and English reports in our data. We then look at the data from the perspective of genre and compare the negation phenomena to those found in other biomedical genres, in particular to the annotated corpus of Vincze et al. (2008), who worked with medical and biological abstracts and full papers.

Turning to automatic processing, we briefly discuss earlier research on handling negation in English biomedical text, which often is based on the *NegEx* algorithm (Chapman et al. 2001), which performs regular expression matching on the surface text, or adds part-of-speech information, as in the case of *NegExpander* (Aronow et al 1999). We identify a number of shortcomings of those approaches and then provide results of our own comparative implementation, which for the German data contrasts a regular expression matching procedure (considering words and PoS tags) with a different approach based on the output of a (genre-neutral) syntactic dependency parser. The issue here is whether the quality of state-of-the-art syntax parsing is sufficient to improve the results of the negation finding task, or actually performs worse.

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Chapman, W.W., Bridewell, W., Hanbury, P., Cooper, G.F., Buchanan, B.G., A Simple Algorithm for Identifying Negated Findings and Diseases in Discharge Summaries. *Journal of Biomedical Informatics*, 34, 2001: p. 301-310.

Veronika Vincze, György Szarvas, Richárd Farkas, György Móra, János Csirik: The BioScope corpus: biomedical texts annotated for uncertainty, negation and their scopes. *BMC Bioinformatics* 2008, 9 (Suppl 11):S9

### **Jakob Steensig, Trine Heinemann**

#### ***Concessions***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

Sometimes people who are responding to a first action such as for instance a request, an assessment or an informing might do so in a way that though they show themselves to be going along with the proposed action (alignment) they only do so as a concession to the co-participant. In this paper we look at how people formulate their responses as a concession. Investigating both everyday and institutional interaction in Danish, we focus first on how a turn can be designed to mark a responsive action as a concession, for instance through the use of the adverb "godt" (literally, 'good', 'well') in combination with modal verbs such as "can" or "will". We then illustrate how participants in interaction clearly orient to such formulated actions as concessions, i.e. as the speaker not going entirely along with the proposed project. Concessions are thus frequently used as pre-faces to rejections and disagreements and even when they are not they are often treated as "insufficiently committed" by the recipient. We conclude by discussing how our investigation into the use of the Danish adverb "godt" may serve as a base for exploring a more universal social action, namely that of marking a response as a concession.

### **Jürgen Streeck,**

#### ***Place-Making and Emplacement in the Plaza***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

The paper reports about a video-based investigation into public interaction and community life in the small plaza of a working-class neighborhood in urban Colombia. The investigation seeks to establish how the plaza is constituted as a communally meaningful place through the assembled territorial claims and maneuvers and how the plaza's built space is incorporated in them. A particular focus is on emplacement practices, that is, embodied actions by which actors physically connect with the ground and embed it in their social actions and experiences, at the same time as they make this ground socially meaningful as a place of distinctive action and distinct experiences. We see how shared emplacement is organized through sequential interaction.

The presentation includes episodes in which children facilitate each other's participation and taking a stake in the web of relations and engagements in the plaza. We see children constructing zones of proximal development for themselves by nudging others to restructure their more advanced activities and accommodate them.

After describing emplacement in a variety of mobile and stationary engagements (games, "withs", F-formations), I examine responsivity and interactions between clusters and the pattern arising from group-level interactions. We recognize an overall centripetal structure of attention in the plaza, an organization of awareness: the community observes, scrutinizes, and represents itself to itself as it configures itself into interacting clusters every evening. Participants, as they emplace themselves in the plaza, simultaneously put themselves "on the map" of the community by having their presence, participation, and performance registered by the community that is looking on.

**Susanne Strubel-Burgdorf,**

***"Your shirt and beads are most becoming" or "These are such awesome cups" -- Positive evaluations and compliments of three elderly ladies and some college girls***

[contribution to the panel *Variation in pragmatics: The case of compliments*, organized by Schneider Klaus P.]

Complimenting can be considered to be a form of verbal positive evaluation that mirrors cultural values of the speakers and addressees (Kanouse et al. 1981) and thus reveals what is cherished by different speaker groups in varying contexts. Accordingly, micro- as well as macro-social factors play an important role in analyzing positive evaluations and complimenting behavior.

Several studies have already observed differences in complimenting according to micro-social variables in specific settings (e.g., Wieland 1995 for dinner table conversations) or conversations with a power differential of speakers (e.g., Holmes / Brown 1987 for teacher-student conversations in the classroom). Macro-social variation has been documented for the variables gender (e.g., Wogan / Parisi 2006), ethnicity (e.g., Henderson 1995 for African American and Valdés / Pino 1981 for Mexican American speakers) as well as – in a broader sense – region (e.g. Manes / Wolfson 1981 for American English and Holmes 1986 for New Zealand English).

Whereas varieties of English and gender variation have been at the center of attention in compliment research, variation according to the variables ethnicity, socio-economic status, and the speakers' age have been at its fringes at best. While in dialectology and sociolinguistics these variables and their influence on language use are well accounted for (cf., e.g., Eckert 1997), there is still a research gap in pragmatics.

The present paper turns its focus on the macro-social variable of age. Since complimenting behavior has already been found to be sensitive to other macro-social variables, it is easily conceivable that it is also likely to show variation specific to the variable age. It is highly probable that in diverse age groups there are differences amongst others of (a) the frequency of positive evaluations and compliments, (b) the topic of these utterances, (c) the response strategy uttered in return, (d) the use of adjectives, and (e) the use of intensifiers (cf., e.g. Ito / Tagliamonte 2003 and Macaulay 2009).

To test these hypotheses two conversations from the Santa Barbara Corpus of Spoken English (SBCSAE) are being analyzed and compared. These conversations provide a valuable data base since they share many variables (all speakers are female and friends; the conversation takes place at home) but differ in age: The elderly ladies range between 72-90 years while the college girls are all between 20 and 21.

**Anja Stukenbrock,**

***Embodiment and emplacement in guided city tours: How space is transformed into place by sight-seeing activities***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

Guided city tours can be conceptualized as a communicative genre which transforms space into place by the participants' movement from one site or object of interest to another on a particular parcours defined by the tourist guide. The objects which constitute the parcours are not given, but depend upon the focus of interest taken by different tours ranging from classical sight-seeing of historical monuments to sensationalist visits of

slums, ghettos etc. While taking place in the same space, different tours may thus constitute different places and tell different stories about those places and their people.

The German term “Sehenswürdigkeit” (literally: “something worth to be seen”) highlights the interface between external (enduring) spatial structures and their socio-cultural, historical and linguistic interpretation that is crucial for the conceptualization of space as interactionally constructed place. In my paper I will show how the guides and their groups emplace themselves vis-à-vis certain objects of interest and how those objects are made relevant, i.e. foregrounded as perceptual figures and socio-culturally evaluated “Sehenswürdigkeiten” upon a spatial ground which is in turn structured by them and transformed into meaningful units of place. Special interest will be given to the fact that guided tours take place in *public space* (Goffman 1963). Apart from their own emplacement both in mobile and in stationary phases, the participants of guided tours encounter other forms of emplacement undertaken by people who simultaneously move in same space and follow their own line of action. This means that public space needs to be constantly negotiated between different individuals, groups and their modes of emplacement. The affordances and constraints these groups encounter result not only from the givenness of external spatial structures (buildings, parks, bridges, streets, intersections, traffic lights etc.) but also from appropriations of those spaces (by pedestrians, cars, buses, trams, cyclists etc.) other than their own.

The analysis draws on video recordings of guided city tours undertaken in Bayreuth (Germany) by different guides and their groups.

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Mondada, Lorenza (2007): Interaktionsraum und Koordinierung. In: *Koordination. Analysen zur multimodalen Interaktion*, ed. by Reinhold Schmitt, Tübingen: Niemeyer, 55-93.

Stukenbrock, Anja/Birkner, Karin (2010): Multimodale Ressourcen für Stadtführungen. In: *Deutschland als fremde Kultur: Vermittlungsverfahren in Touristenführungen*, ed. by Marcella Costa/Bernd Müller Jacquier. München: Judicium, 214-243.

**Francisca Suau Jiménez,**

***How is persuasion expressed in journalistic sub-genres of opinion in English and Spanish: Exploring differences in interpersonal metadiscursive uses***

[contribution to the panel *Interpersonality in written specialised genres*, organized by Gil-Salom Luz]

Journalistic genres share a common communicative objective: to inform and entertain readers through persuasion, this being a major function that pervades most journalistic texts. Therefore, their interpersonal metadiscourse should, forecastedly, contain a number of linguistic devices that comply this function, although sub-genres of opinion in English and Spanish may presumably present quantitative and qualitative differences, since metadiscourse is usually not only constrained by generic features but also by sociolinguistic habits changing from one language to another (Suau-Jiménez, 2010). It is important to identify and describe metadiscursive markers in order to establish a contrastive English-Spanish model that can be retrieved when necessary for linguistic, translation and/or written communication purposes. Dafouz-Milne (2008) has studied this topic in journalistic sub-genres of *opinion* in English and Spanish, and has concluded that both languages reveal similar rhetorical strategies to attain persuasion, hedges being the most frequently used category. She has analyzed both textual and interpersonal metadiscursive markers to contend, in line with Hyland (2005), that the essence of metadiscourse is interpersonal and not textual, since readers' previous knowledge, their textual experience and processing needs, that is to say, the cognitive aspects, have to be taken into account (Dafouz-Milne 2008:97). Beke (2005), as well as Ferrari (2004), coincide in viewing the epistemic modality, expressed through hedges, as the main component of journalistic, scientific and academic metadiscourse. In this vein, we think that further research is needed in order to explore a more extensive and varied body of journalistic sub-genres and either confirm or show differences that reveal other interpersonal metadiscursive and cross-linguistic uses, if any.

My proposal is an attempt to analyse a number of English and Spanish journalistic sub-genres of opinion so as to contrast our results with those of the previously mentioned authors and also to verify whether particular generic features that the sub-genre caters for, influence the outcome of interpersonal markers in both languages. To this end, I have compiled a micro-corpus in English and Spanish from two prestigious specialized newspapers: Financial Times and *Expansión*, covering three journalistic subgenres: Editorial, Opinion and Analysis. The advantages of extracting data from micro-corpora for applied linguistic purposes have been claimed by Flowerdew (1993), who finds that specially designed corpora “are far more relevant to many sorts of language teaching than larger general corpora.” Partington (1998:5) also mentions relevant work performed on mini-corpora. The framework to analyse interpersonal metadiscursive markers is based on Hyland & Tse's (2004) model for academic texts, since, so far, it can be considered the most reliable and complete one. However, other works on metadiscourse will also be taken into account. I will particularly focus on the expression of persuasion through hedges and attitudinal markers, these two categories being central in many different genres and fields of specialization, according to several authors (Ferrari, 2004; Beke, 2005; Dafouz-Milne, 2008; Suau-Jiménez,

2005; Suau-Jiménez, 2011-in press; Mur-Dueñas, 2010). Results and conclusions will either confirm previous research on this topic or suggest differences that would bring new insights into the field of contrastive interpersonal metadiscourse.

**Maki Sudo,**

***Japanese Encoding of Epistemic Modality in English Back-Translation: An Experimental-Pragmatic Approach***

[contribution to the panel *Evidentiality: Theory and Practice*, organized by Fetzer Anita]

The purpose of this exploration is to compare the ways of encoding epistemic modality from the viewpoint of equivalence and to examine what kind of cognitive gaps underlie the use and non-use of epistemic modals between English and Japanese linguistic expressions, to which few experimental-pragmatic approaches have been made. A comparison of the English original with its back translation will reveal (1) that the difference in the degree of default value for evidentiality (De Haan 1999, 2001, Palmer 1986) causes back-translations to fail to achieve grammatical equivalence to the English source text (ST) in encoding epistemic modality, and (2) that the disparity in the degree of ‘default’ evidentiality between English originals and back-translations suggests that the English and the Japanese language are dependent on different modes of communication for epistemic modality.

In order to clarify the respective modes of epistemic modality, I collected data translated from Japanese into English by Japanese learners of English. Comparing translation data involves a process called back-translation (Baker 1992), where the English source text (*Arthur & George* by Julian Barnes, 2005 and an extract from a horoscope) is translated into the Japanese target text (TT) by a native speaker of English who has a good command of Japanese, and then the TT is translated back into the English TT by a native speaker of Japanese. A total of seven Japanese subjects participated in the experiment, all of whom were native or near-native speakers of English. For my purpose stated above, I compared the English TTs with the original English text and found similarities and differences between them which are shared by the seven (or in some cases five) back-translators. I probed also into the kinds of factors which generate those similarities and divergences.

The comparison of the English ST with the back-translations led to the following conclusion: the Japanese language shows a higher degree of what I shall refer to as ‘default’ evidentiality than English, or a default value defining what turns a concept into an epistemic statement. In Japanese the speaker’s strong conviction is merged into a factual statement (cf. Masuoka 1991), which blurs the boundary between epistemic and factual statements. In back-translation, Japanese is turned into English, depending largely on a higher level of default evidential value, which often results in an unmarked encoding of modality. In contrast, in English, since there is a gap between epistemic and factual statements, the speaker’s certainty about the event is made distinctive from a fact. Consequently, epistemic modality is always overtly encoded.

Furthermore, a higher level of ‘default’ evidentiality in Japanese than in English reveals that the Japanese language is heavily dependent on the extra-linguistic (situational) context, while English more on the linguistic context. In Japanese, when it is clear from the context, linguistic or otherwise, that the speaker expresses his certainty about an event, he prefers not to encode epistemic modality. In contrast, the lower level of context-dependence in English prompts its speakers to depend on linguistic devices such as modal auxiliaries to express modality.

**Kazuyoshi Sugawara,**

***Continuation and Change in the Usage of Body Metaphors among the |Gui Former Foragers under Rapid Socio-economic Transformation***

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

For these several decades, it has been persuasively demonstrated by a huge number of works in cognitive linguistics that metaphorical imagination is most essential for our understanding of the world. Among others, metaphors directly derived from the body have especial significance for comprehending how are human cognition and practice organized on the corporeal basis. My presentation will reveal both continuation and change in the usage of body metaphors among the |Gui former foragers, comparing the traditional nomadic life with the contemporary settled life. Since the development program was enforced in 1979 by the Botswana government, the |Gui have been subject to drastic socio-economic change. A detailed description will be focused on three aspects of social life: labor, speech, and, more specifically, verbal abuse.

1) Body metaphors concerning labor: It is quite natural that the hand is referred to as the synecdoche of “labor”, because human labor is primarily based on the manipulation of tools. An old man took an adolescent man to task for the latter’s idleness, saying, “You lack the hand!” In the settlement, such a criticism often targeted those adolescent men who were unwilling to participate in wage labors. In the context of food sharing, a compound word including a morpheme “elbow” denotes “a small portion of shared meat”. This metaphor, originally having derived from bow-and-arrow hunting, is also used in contemporary equestrian hunting.

2) Body metaphors concerning speech: It is also natural that the vocal organs are referred to as the metaphors associated with language activity. A man criticized an old woman for her prolix and unintelligible talk, saying, "The roots of [her] throat are many." A woman criticized an adult man for going back on his word: "He lays another one of the tongue." An old man used interesting metaphors concerning "argument" in his testimony in a public meeting, which was held for reconciling a conflict between the |Gui and the Bakgalagadi agro-pastoralist.

3) Body metaphors used in verbal abuse: Feces and the parts in genital area are frequently referred to as abuse, as well as friendly joke. When two men made fun of their younger cross cousin, they likened the latter's testes to the egg of birds, metonymically representing the masculine maturity by the size of the genital organ. A young woman, repelling her elder sisters' meddling, said, "Do not talk about my anus. You have sucked my anus." In a conversation recorded several days before the election, an old man, criticizing the non-governmental political party, said, "You [the party] pick up the feces from my anus to eat them."

The last example illuminates the extent to which the |Gui body metaphors reflect the recent social change. Similar evidence is provided by the fact that the semantic field of "trance dance" (healing dance) has been conspicuously extended to cover "voting" or "supporting [a political party]". From the basis of immediate corporeal experiences, the |Gui project their metaphorical imagination onto the political powers the nation-state has imposed on them.

**Chiho Sunakawa,**

***Building family relationships via webcam: Interspatial interactions among Japanese families***

[contribution to the panel *Situating societal pragmatics culturally and interculturally*, organized by Mey Jacob L.]

For transnational Japanese families in the United States, a webcam, a small camera whose images are transmitted through the Internet, is becoming a prevalent communication tool. With a webcam, families in physically distant locations can co-construct emotionally close interactional spaces. From this perspective, a webcam is not simply a replacement of old technologies such as telephone or letter, but an opportunity to develop a new family activity constructed across two cultural spaces.

Focusing on video-recorded interactions mediated by a webcam between transnational Japanese families in the United States and their kin members in Japan, I investigate how conventional ways of using language are contested, negotiated, and managed and how participants including children are socialized into this computer-mediated family setting. I also examine how locally situated pragmatic activities such as greetings are managed involving a wide range of resources including language, the body, and material objects.

Drawing on perspectives from recent multimodal interaction analyses (e.g. Goodwin 2006) and language socialization (e.g. Schieffelin & Ochs 1986), I specifically analyze the sequential conduct of interactions in order to understand how participants display their understandings of cultural expectations including family relationships and gender identities. Adult participants collaboratively arrange a wide range of resources, such as language and the body, in order to maintain joint-attention (e.g., hand-waving) to a virtually constructed social "field" (e.g. Hanks 2005; Hanks 2010) so that children can be socialized into the webcam environment. Additionally female participants draw on various visual cues, including the actions of "unratified" (Goffman 1981) male participants in the background, in order to contest and manage different gender expectations. In one case, the image of a husband walking by prompts a discussion of how dinner preparations should be done. In another case, a grandfather's passing image serves as an opportunity for a participant to teach her niece to appropriately greet him. I argue that these newly created spaces by the negotiation of pragmatic and social expectations are not merely visual "windows" into one another's private spaces, but "virtual doors" that readily invite and provide "cues" (Keating & Sunakawa 2010) for active family participation.

With detailed analyses of webcam interactions, I suggest that this emerging communication technology, which permits the temporary juxtaposition of physically distant spaces, creates a context for Japanese families to reconcile local and cultural differences. I also suggest that, a webcam is not merely a computer material that is detached from the "real" world, but a "cultural product" (Duranti 1997:17) situated in the interactional space with which participants engage in various social activities. From this perspective, ordinary conversations on which linguistic anthropologists typically focus are not simply made in face-to-face contexts within a bounded physical environment, but participants actively create the context within the environment and align themselves to it by using this cultural product.

**Ryoko Suzuki,**

***Japanese quotatives: Another peripheral magnet***

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by Beeching Kate]

The right periphery and left periphery (RP and LP) of clause are pragmatically interesting sites in Japanese. We find the morphemes at RP functioning like utterance-final pragmatic particles, and the morphemes at LP

functioning as discourse markers. For instance, some better documented cases include the connective particles *kara* "because/so" and *kedo* "but/though": both are subordinate-clause-final morphemes that are followed by a main clause. In conversation, however, they can occur at the RP of an utterance/turn without any explicit main clause in contexts such as justifications or warnings (e.g., Mori 1999). Furthermore, *kara* and *kedo* have evolved into the utterance-initial discourse markers *dakara* and *dakedo* at LP (e.g., Onodera 2004), together with the so-called copula *da*.

I will describe the behavior of the quotative complementizer *tte* in Japanese conversational data, and argue that both the RP and LP of an utterance are very relevant to the quotative as well; the quotative productively becomes a final particle at RP, by itself or along with other morphemes, and appears as a discourse marker at LP in combination with other morphemes like a magnet. I will use both conversational data in Tokyo Japanese and diachronic data of conversations that appeared in novels over the past 200 years.

The most frequent linguistic environment in which the quotative *tte* occurs is after an instance of reported speech followed by the verb of saying, *iu*, i.e., *tte* occurs utterance-internally (though it is located at RP of a reported speech/complement clause).

*monteberoo ni iru none konban wa tte ittara,*

‘“(He) is in Montebello tonight, right?” *tte* (I) said (to her), then...’

In conversational data, *tte* appears at RP as a final particle with multiple pragmatic meanings (e.g., insistence, hearsay, joking), and with a distinct intonation contour attached to each meaning. We find an increase in the use of particle *tte* at RP in data from the early 1900s. The following example illustrates the speaker’s attitude of ‘insistence’:

K ; *zettai chansu ga aru tte.*

‘There will be a chance for sure *tte*.’

The particle *tte* is also used as a topic marker following an NP. Normally, this topic *tte* NP occurs utterance-internally, followed by a predicate. In modern conversational data, we find instances of topic *tte* occurring at the end of an utterance (RP) following a predicate expressing the speaker’s negative assessment towards the referent.

At LP, on the other hand, *tte* has recently begun to appear as a discourse marker of repair; in this example, *te yuu ka* ‘or rather/lit. rather than saying (it)’ is combined with the verb *iu* ‘say’ (Kitano 2003).

R: *sooyuu imi no hoshuteki?*

‘(you mean) ‘conservative’ in such a meaning?’

T: *te yuu kane, sono jibuntachi no ryooiki tte no wa moo, gacchiri nigicchatte,*

‘Or rather, they protect (and stick to) their own field so firmly.’

Even more recently, we also find contracted versions, such as *teka* or *tsuka*, at turn-initial position (i.e., at LP), used mainly as a turn-taking device with little indication of repair.

## **Elizabeth Swain,**

### ***Analysing evaluation in satirical newspaper cartoons***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

Research and analysis of newspaper photo images has shed light on how they do not merely document reality, but may express an angle(s) on what is represented, positioning readers / viewers vis-à-vis their subject matter, often in anticipation of an implicit or explicit stance taken up in an accompanying headline and news story (e.g. Economou, 2006, 2008, 2009). Satirical cartoons, by contrast, often appear in the comment or editorial sections of newspapers alongside evaluative verbal texts dealing with the same subject matter, and express evaluative meanings more explicitly than photographs, with no claim to any ‘documentary’ value. Assuming the satirical cartoon to have evaluative conventions like other overtly evaluative genres (e.g. the encomium, the obituary), it should be possible to establish which kinds of evaluative meanings are typical, and to identify a repertoire of compositional resources commonly deployed to position authors and readers / viewers vis-à-vis the ideational content (which includes represented participants and their attitudes). On this assumption, the paper explores commonalities across cartoons in types of evaluative meaning, and in the compositional features implicated in their making, through analysis of a sample range from major French, Italian, British and US newspapers.

For its analytical tools, the paper draws on theories of humour (Hobbes, 1651; Attardo, 1994) for general principles governing evaluation in satire. It refers also to work by Kress & Van Leeuwen (2006), who have adapted theoretical tools and concepts from systemic functional grammar (Halliday & Matthiessen, 2004) for the analysis of compositional aspects of images; to appraisal theory (Martin & White, 2005), designed for analysing attitude and positioning in verbal texts, and to applications of appraisal theory by Dorothy Economou (2006, 2008, 2009), to the analysis of evaluative meaning in newspaper photographs, and by Swain (2003) to humorous verbal texts.

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**Heidi Swank,**

***Quotation, Hyper-Heteroglossia, and Chain SMS: Redefining Goffman's Principal***

[contribution to the panel *The pragmatics of quoting in computer-mediated communication*, organized by Bublitz Wolfram]

The emergence of chain Short Message Service (SMS) communication problematizes Goffman's (1981) notion of a *principal*, defined as the individual who conveys their position, beliefs, and commitment in/to a given message. Chain SMS are text messages that have not been authored by the sender, circulate verbatim, and may be humorous in nature (Ling et al, 2005). As such they circulate across the globe as quotations, accumulating social capital specifically because the receiver recognizes the beliefs and positions of previous principals. Chain SMS are ubiquitous in many countries. This paper, though, focuses on chain SMS circulated by Tibetan exile youth in India to suggest that such recognition of multiple principals not only indicates problems for Goffman's notion but also points to a hyper-heteroglossia (Bakhtin, 1981) in chain SMS. For in highlighting a multiplicity of positions, beliefs, and commitments, these messages "[taste] of the context and contexts in which [they have] lived [their] socially charged life" (Bakhtin, 1981:293). Among Tibetan youth in India, globally circulated chain SMS are saved in mobile phones for future forwarding, read aloud with co-present peers, or paged through alone. Unlike some quotation in CMC, quotation in chain SMS is achieved through the presence of discourse features (e.g. incongruity, punch lines) associated with particular discourse genres (Hanks, 1987) and, secondarily, through their circulation via the mobile phone medium itself. In this paper, then, I attempt to locate discourse features that identify SMS as chain messages among Tibetan exile youth, suggesting that such features link these chain SMS to conceptions of globalization and modernity. Furthermore, the placement of these SMS as hyper-heteroglossic global artifacts necessitates the division of Goffman's principal in order to account for the multiplicity of positions, beliefs, and commitments tied to these messages.

**Polly Sztatowski,**

***Food and identity in Japanese and American English: What it means to eat***

[contribution to the panel *Experiencing food through verbal and nonverbal behavior across languages*, organized by Sztatowski Polly]

In this study, I compare/contrast how speakers of Japanese and American English assess familiar and unfamiliar foods in videotaped conversations of 13 triads of Japanese speakers and 10 triads of American English speakers, each eating and commenting on three courses containing 3-4 foods from Japan, America and Senegal, respectively. In my analysis I address the following questions: 1) How do Japanese and American English speakers proceed in assessing food?, 2) How do the processes differ between the 2 languages?

C. Goodwin & M. Goodwin (1987:32, 2001) confirmed that assessments are not lodged solely in the individual by demonstrating that people co-construct assessments using one another's verbal/nonverbal behavior to project what is coming in an "intricate, temporally unfolding sequence of embodied action," even when they do not know about the thing being assessed. The present study shows that food assessment, especially of unfamiliar foods, is not instantaneous. Rather assessment involves identification of what they are eating from a variety of perspectives, first from the outside using sight and smell, and then through actual contact with the food by direct manipulation and ingestion using touch, taste, and hearing, as well as sight and smell. Not only the present effects of the food but also past experiences and the projected effect contribute to participant's assessment.

Perhaps due to the foods served or how participants interpreted the eating activity, some tendencies were observed more for Japanese than American English speakers. First, the time spent on eating approximately the same quantity of food was longer for Japanese speakers. This was due to their longer discussions about the food and how to assess it, which included many more utterances about the food from more perspectives than observed

in the American English conversations. The Japanese speakers were more systematic about the way they ate and organized their assessments of each food. In addition, they talked about more aspects of the food, including cooking methods, ingredients, taste, texture, as well as related topics such as their normal associations with certain foods, how familiar food compared to what participants ate at home, etc. While Americans tended to make their assessments explicit, and readily agreed or disagreed with one another's assessments without lengthy negotiation, the Japanese speakers took more time to make their assessments, sometimes going through several rounds helping others to compose their assessments with *aizuti* back channel utterances' and repetition, before they made their final evaluation. In addition, when one participant's assessment differed from the other two, participants oriented to these differences in the interaction, by commenting explicitly on the divide, or modifying their position to reduce the amount of difference.

The Americans' lack of time and attention to food assessment, especially when they were eating familiar foods, suggested that they were less concerned with what they eat despite their melting pot backgrounds. In contrast, while Japanese participants may not be as familiar with foreign foods, they appeared more knowledgeable about food in general and more interested and curious about the food served, even when it was familiar.

**Irma Taavitsainen, Andreas H. Jucker**

***Speech acts and variation: Diversification of American and British compliments***

[contribution to the panel *Variation in pragmatics: The case of compliments*, organized by Schneider Klaus P.]

Compliments and compliment responses show interesting differences across different varieties of English (cf. Schneider and Schneider 2000), and it can be assumed that they also show rather different histories in different varieties. In modern American culture, compliments focus on looks and garments for women, possessions and actions for men (Manes and Wolfson 1981). The modern speech act value of a compliment as a polite expression of admiration or praise, however, is fairly narrow in comparison to the wider notion of compliments (*Komplimentierkunst*) in 17th and 18th century Europe, when a great deal of attention was paid to the right decorum (c.f. Taavitsainen and Jucker 2008, 2010). In this paper, we shall focus on the histories of compliments and compliment responses in British and American English. When did the diversification begin, and to what extent was it already noticeable in the 19th century? Did the broader European notion travel across the Atlantic at all, or were the circumstances different from the beginning?

We shall try to answer these questions in the light of historical corpora. A historical corpus of American English, COHA (400 million words, covering the period from 1809 up to the present) has recently become available to scholars. Comparable British English source material from the 19th century can be retrieved from the Corpus of Late Modern English Texts (CLMET), as the two corpora include material of similar genres and registers. Newspapers will be helpful for evidence of the broader compliments, and fiction and drama will provide instances of the more restricted modern types. Our method of analysis is qualitative but we rely on corpus-based methods, e.g. on lexical searches for finding the examples, but we shall also try out some more refined search methods by tracing some pertinent patterns.

Manes, Joan, and Nessa Wolfson. 1981. The compliment formula. In: Florian Coulmas (ed.). *Conversational Routine. Explorations in Standardized Communication Situations and Prepatterned Speech*. The Hague: Mouton, 115-132.

Schneider, Klaus P., and Iris Schneider. 2000. Bescheidenheit in vier Kulturen: Komplimentenwiderungen in den USA, Irland, Deutschland und China. In: Mariann Skog-Södersved (ed.). *Ethische Konzepte und mentale Kulturen 2: Sprachwissenschaftliche Studien zu Höflichkeit und Respektverhalten*. Vaasan yliopiston julkaisuja. Tutkimuksia 237, Kielitiede 39. Vaasa: Vaasan Yliopisto, 65-80.

Taavitsainen, Irma and Andreas H. Jucker. 2008. 'Methinks you seem more beautiful than ever': Compliments and gender in the history of English. In: Jucker and Taavitsainen (eds). *Speech Acts in the History of English*. Amsterdam/Philadelphia: Benjamins. 195-228.

Taavitsainen, Irma and Andreas H. Jucker. 2010. Expressive speech acts and politeness in eighteenth-century English. In: Hickey, Raymond, *Eighteenth Century English*. Cambridge: Cambridge University Press. 159-181.

**Sachiko Takagi,**

***Social identities of Japanese career women as represented in magazine articles***

[contribution to the panel *Femininity and masculinity in Japan: Pragmatic analyses of their representations in discourse*, organized by Takagi Sachiko]

I critically analyze the magazine articles on Japanese career women in order to clarify the qualities that the Japanese society expects in Japanese career women. On the basis of the Critical Discourse Analysis (CDA) by Fairclough (1995, 2001) and Talbot (1992), I examine the representations of "femininity" and "identity as career women" and consider whether and how these two seemingly contradictory qualities coexist in these articles. In other words, by "questioning and 'making strange' conventions which seem usually perfectly natural

to people who use them” (Talbot, 1992: 174), I examine how the media discourse constructs the career women’s social identity.

The data comes from the articles in a Japanese monthly magazine named *Nikkei Woman*, a popular women’s magazine that targets Japanese career women. Since it has been in print for more than 20 years, it can be said that the representations in this magazine reflect the Japanese society’s expectations from career women. A close analysis of the data based on the notions of Talbot (1992)’s “text population” and its constituents, “interactants,” “characters,” and “subject positions”—provides a clear picture of what kind of interaction is being held between the writer and the readers, what their identities are, and what is naturalized in these articles.

It is shown that in advisory articles, the writer and the readers/career women are friendly interactants. The writer has the subject position of giving instructions while the readers/career women are positioned as persons who are at a loss and are asking for help. Moreover, the analyses of linguistic factors and speech functions indicate that the writer’s subject position of “instructing” is not a peremptory one but a gently guiding one, showing solidarity toward the career women. Here, we can see a representation of Talbot’s “false sisterhood” (Talbot, 1992: 181), which means that the writer is guiding with sisterly affection the embarrassed readers whose social identities are helpless women. On the other hand, we notice the readers’ identity represented as career women in their descriptions such as “being exhausted from work” and “aiming for time management.” As for “characters,” the articles have “*Nikkei Woman* readers” (the mass of the readers who respond in questionnaires) and “specialists” in addition to the writer and the readers. The existence of specialists contributes to constructing the identities of career women who have no difficulty in understanding and heeding the specialists’ advice, and who can take a decision themselves. On the other hand, the existence of “*Nikkei Woman* readers” expresses womanly close-knit relationships that lead to the representation of traditional femininity.

The study shows that the articles express the readers’ eagerness and diligence as career women, while representing “Japanese traditional femininity,” that is, women’s cuteness and helplessness. This is a study based on the construction of gender in the media discourse, which can be considered to be free from the bias of traditional femininity in the Japanese society.

### Hiroko Takanashi,

#### *Context as socio-cultural resources and consequences: The case of complementary stylistic resonance*

[contribution to the panel *Emancipatory Pragmatics: Cultural and Interactional Context Revisited*, organized by Saft Scott]

This paper demonstrates a close analysis of context as socio-cultural resources and consequences. The term “context” is broadly used to refer to background information necessary to understanding of the situated discourse meaning. Such background information is commonly viewed as rather immediate, such as location, occasion, topic, and personal relationships of the interlocutors. Context, however, can be considered to encompass fundamental resources such as the socio-cultural belief system whereby speech participants carry out their ordinary speech practices. Moreover, since context is an open system, it is constantly reshaped when local language practices take place and generates consequences.

A particular attention is paid to speech style shifts in play framing in Japanese conversations. Style shifts occur when a speaker enters a play frame, enacting a certain imagined character. Another speech participant responds to it with a similarly imagined character, but in a complementary socio-cultural position to the initially enacted character. The systematic relationship between the two exchanges is in resonance, and the type of the resonance in this study is complementary in its style of social characters, which corresponds to their speech style. I will call this particular type of resonance “complementary stylistic resonance.”

The data comes from naturally occurring audio-taped conversations among Japanese friends. Representative examples are shown for qualitative analysis. The below is one example between two young male friends:

- (1) 1 B; ... <VOX><LO><L> ~*Okayama-ku:n*</L></LO></VOX>,  
     ‘Mr. Okayama,’  
     2 O; (SNIFF)  
     3 B; .. <VOX><A><W>*Honto iku ki `aru noka kimi/wa:*</W></A></VOX>.  
     ‘Do you really intend to go?’  
     4 O; ... (H) <QUOTE><☺> *Suk:kari ano:* </☺>,  
     5 ..<QUOTE><☺>*hagoita-ichi no:* </☺>,  
     6 ..<QUOTE><☺>*saichuu deshita* </☺>.  
     ‘I was completely in the middle of (working at) the *hagoita* market.’  
     7 B; .. <HI><W> *Sonna koto yatteru baai-ja `nai njanai `no:* </W></HI>?.  
     ‘You’re not supposed to be doing such a thing, are you?’

In lines 1 and 3, B enters a play frame by enacting O’s professor, whom O has been talking about prior to the excerpt. The professor who B is performing is “imagined,” because this scenario of a professor scolding his student is a fantasy (i.e. it did not happen in reality) even though O’s professor actually exists. Such an “imagined” typical professor’s figure is portrayed by its speech style (i.e. prosody, address term, final particle).

In lines 4-6, O joins B's play framing by enacting a student, a complementary social character to a professor, which is linguistically marked by its speech style (i.e. hedge, polite language). This complementary stylistic resonance is possible by virtue of the belief system about social characters and their speech style, which is grounded in socio-cultural context. Thus, context provides actual resources of stylistic ideology and brings about consequences by reinforcing ideology of the social figures in the speech community.

**Yuzuru Takigawa,**

***Displaying negative affect with moo in bilingual couple talk***

[contribution to the panel *Constructing Emotion in Multilingual Talk*, organized by Prior Matthew]

This study examines naturally occurring conversations in Japanese between L1 and L2 speakers and discusses one way for the participants to display negative affect in their daily activities. A considerable literature examines the discursive practices by which L1 speakers of Japanese convey emotionality in their talk (e.g., Maynard, 2002, 2005; Suzuki, 2006). One resource in the Japanese repertoire of affective stance markers is the indexical *moo*. As an "emphasis marker" (Hayashi, 2003), *moo* charges the following expression with high affect. Nagura (1997) found that in family conversations, emphatic *moo* (e.g., *moo iya* "I just hate it"; *moo sugoi* "terrific") was used frequently and almost exclusively by female speakers. In addition to the well-attested use of emphatic *moo* as a modifier, *moo* also appears as an independent token, set off from the remainder of the turn by a pause (e.g., *Moo! Asonde agenai* "Moo! I'm not gonna play with you.").

In my corpus of conversations between bilingual couples in Japanese and English, *moo* as a separate turn-constructive unit appears most often in oppositional talk or talking about "unhappy" moments, indexing irritation or frustration on the part of the *moo*-speaker. This study focuses on this usage of *moo* and examines it from a conversation-analytic perspective. Specifically, I will examine the actions and stances that the participants accomplish through the use of *moo* by locating the token in the interactional context leading up to it, its prosodic contour, and its effect on the subsequent interaction. A second goal of this study is to see whether the gender-preferential use of emphatic *moo* observed by Nagura (1997) in monolingual conversations is also evident in the talk between the bilingual couples. Finally, the study considers whether *moo* is used gender-preferentially when it indexes negative in a separate turn-constructive unit.

Previous research on bilingual couples talk (e.g., Piller, 2002) was based on data collected from interviews or elicited conversation. In contrast, the data for this study comes from 16 hours of audio-recorded conversations between Japanese wives and their American husbands talking in Japanese during routine everyday activities in their homes. Although this study focuses on the usage of *moo* in bilingual couple talk, I will also examine a small piece of data from talk between L1 Japanese in order to see whether the phenomena found in the bilingual couple talk are also observable in conversation among L1 speakers of Japanese.

Hayashi, M. (2003). Joint utterance construction in Japanese conversation. Amsterdam/Philadelphia: John Benjamins.

Maynard, S. K. (2002). Linguistic emotivity: Centrality of place, the topic-comment dynamic, and an ideology of pathos in Japanese discourse. John Benjamins.

Maynard, S. K. (2005). Expressive Japanese: A Reference guide for sharing emotion and empathy. Honolulu: University of Hawai'i Press.

Nagura, T. (1997). Hesitations (discourse markers) in Japanese. *Japanese Language Education around the Globe. Vol.7*, 201-218.

Piller, I. (2002). Bilingual couples talk: The discursive construction of hybridity. Amsterdam: Benjamins.

Suzuki, S. (2006) (Ed). Emotive communication in Japanese. Amsterdam/Philadelphia: John Benjamins.

**Susan Tamasi,**

***The Political Effects of Language Attitudes***

[contribution to the panel *Perception of Language*, organized by Bachmann Iris]

This paper examines the connection between language attitudes and the development of political and educational policy. The geographic focus of this study is on the American Southwest, a multilingual, multiethnic area, which is currently implementing new immigration and educational policies that are directly and indirectly linked to language, such as making English the official language and firing teachers with "heavy" accents (Miriam). I present these initiatives and examine their development and implementation – including the controversies around them – through the lens of local perceptions of and attitude towards language, investigating multilingualism as well as intra-linguistic variation.

Data on language attitudes and issues of linguistic security are taken from a study of 350 young adults in the Southwestern American states of Arizona and New Mexico. The findings show that this is an area in linguistic flux, with many people moving into the area from other parts of the United States as well as from other countries, especially Mexico. Our research also found that negative attitudes toward language abound, particularly toward the use of languages other than English, non-native English, and even local English dialects. As such, local residents report being linguistically insecure about their own speech, especially those whose first

language is not English. For example, when otherwise exhibiting ethnic pride, young Spanish speakers are quickly leaving behind Spanish for English.

Thus, this presentation will discuss in detail how these policies and initiatives developed in the environment of, and in some cases, are based on, these negative views of language.

Jordan, Miriam. 2010. Arizona Grades Teachers on Fluency. *The Wall Street Journal*. April 30.

<http://online.wsj.com/article/SB10001424052748703572504575213883276427528.html>.

Lippi-Green, Rosina. 1997. *English with an Accent*. New York: Routledge.

Niedzielski, Nancy and Dennis R. Preston. 2000. *Folk Linguistics*. Berlin: Mouton de Gruyter.

**Hiroko Tanaka,**

***Expediting preferred responses in English: From a Japanese Perspective***

[contribution to the panel *Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective*, organized by Englebretson Robert]

It has often been noted that clear preferred responses to first actions such as assessments, offers, invitations, and requests tend to be delivered early and directly, as well as having a simple turn structure. Nevertheless, relatively little is known about the structural characteristics of preferred responses. This paper employs conversation analysis to explore grammatical resources regularly employed for constructing preferred responses in Anglo-American English in comparison to what has been reported for Japanese. The database for this study consists of several corpora of conversational data in American and British English totaling approximately 10 hours.

By looking at the grammatical structures of unequivocal preferred responses to selected types of first actions in English, two resources are identified as regular features in their designs. First, such responses tend to be 'elliptical', i.e. they leave unexpressed grammatical elements deemed recoverable from the context. For instance, not expressing a grammatical subject can, in effect, hasten the recognisability of the gist of a preferred response. Second, it emerges that slots where preferred responses may be relevant are a prolific locus of the occurrence of fixed or formulaic expressions. Given the early recognisability of the possible actions they accomplish, combined with their parsimonious construction and semiotic richness, fixed or formulaic expressions can function as a powerful tool for expediting the delivery of preferred responses.

By extrapolating from the structures of preferred responses in Japanese, it is furthermore suggested that the organisation of preference operates in such a way to bring into service whatever resources are locally available in the respective languages for optimally expediting preferred actions. Studies in interactional linguistics point to the existence of both parallel and divergent resources in various languages for accomplishing essentially the same interactional objective. In line with such findings, it is precisely the language-specific resources which are in concert with the overarching grammatical constraints within the host language that are being deployed to address the potentially universal interactional exigency of expediting preferred responses.

**Martina Temmerman,**

***'Mascara, we've tested it for you!' The editorial voice instantiated by the first person pronoun in Flemish women's magazines.***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

Talbot (1995) states that women frequently draw on resources supplied by women's magazines to construct their own femininity. She shows that the editorial voice in these magazines is presented as that of the expert with special knowledge. This expert position makes it possible to try to influence the readers and to convince them of the proper way to behave (how to behave in relationships, how to raise children, how to use make-up, etc.) On the other hand, Talbot (1995) also developed the notion of *synthetic sisterhood*, indicating a simulated friendship between editor and reader, in which both parties would be on a more equal footing.

This paper analyses the discursive strategies editors of women's magazines use in order to shape the views of their women readers. Our corpus consists of the 2009 volume of the Flemish magazine *Flair*, more in particular the beauty sections and the sections addressing relationships. Special attention will be paid to the usage of the Dutch first and second person (personal and possessive) pronouns. Especially the various uses of the first person plural pronoun *wij* ('we')/ *ons* ('us')/ *onze* ('our'), having a referential potential which implies combinations with all other person categories (Helmbrecht 2002), deserve a meticulous analysis.

Depending on the particular usage of the first person plural, speakers/writers can decide to either include or exclude both themselves and the hearer(s)/reader(s) in or from the representation of a state of affairs (for a categorization of the use of *we* see Mühlhäusler and Harré 1990). This choice has repercussions on the scope of responsibility claims and attributions that are made. If the editorial voice is that of the expert, we can assume that this voice will be instantiated by the use of *exclusive we*, which implies that the reader will be excluded from the indexical scope of the pronoun. When a *synthetic sisterhood* is aimed at on the other hand, this would entail an *inclusive* use of the pronoun, suggesting that editor and reader belong to the same group.

We will show that in some instances, first person plural pronouns are used to create a distance between the editorial voice and the readers and that the editorial voice in these cases gets an exemplary, advisory or even compelling overtone. In other cases, *inclusive we* is used to create a sisterly ‘we-collectivity’.

Helmbrecht, J. (2002). ‘Grammar and function of *we*.’ In: Anna Duszak(ed.) *Us and Others*. Amsterdam: John Benjamins, 31–49.

Mühlhäusler, P. & Harré, R. (1990). *Pronouns and people: the linguistic construction of social and personal identity*. Oxford : Blackwell.

Talbot, M. (1995). ‘A synthetic sisterhood.’ In: Kira Hall & Mary Bucholtz (eds.) *Gender articulated language and the socially constructed self*. New York&London: Routledge. 143-165.

**Marina Terkourafi,**

***Caught in between the tracks: Dhiladhi in Cypriot Greek***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

This paper is about the Greek interjection *dhiladhi*, corresponding to English ‘that is’ or French ‘c’est à dire’. Dictionaries of Modern Greek distinguish between two sets of uses of *dhiladhi*: its primary use is to introduce an elaboration or clarification of the speaker’s immediately prior discourse; additionally, when used in questions, *dhiladhi* can make explicit an implicature of the previous speaker’s turn and seek confirmation of it, possibly also expressing the current speaker’s disapproval or indignation toward its content. In terms of Clark’s (1996; Clark & Fox Tree 2002) distinction between primary (track 1) and collateral (track 2) signals, the first set of uses of *dhiladhi* belong to track 1, where they serve to specify the discourse relation between two primary signals, and are thus part of the ‘official’ business of conversation, while its second set of uses belong to track 2, where they serve to seek clarification of the previous speaker’s intention (and potentially additionally signal the current speaker’s face-threatening intention), and thus belong to the ‘unofficial’ business of conversation. The fact that *dhiladhi* can operate on both track 1 and track 2 makes it appropriate to shed some light on the relationship between the two tracks, and in particular how this plays out cross-linguistically. Specifically, how do speakers signal (and listeners understand speakers to be signaling) that they are using *dhiladhi* on track 1 or track 2? Furthermore, can *dhiladhi* be used simultaneously on both tracks, and how is it realized then?

To answer these questions, uses of *dhiladhi* were investigated in a 60,000 word corpus of spontaneous conversations between Cypriot Greek speakers. In all, 48 tokens of *dhiladhi* were identified in a variety of settings, ranging from formal (interviews on radio/TV) to informal (joking between friends). The main functions of *dhiladhi* in these settings are: (a) elaboration or rephrasing of a previous turn by the same speaker; (b) self-repair; (c) rephrasing of a previous turn by another speaker in order to cross-check understanding (and, occasionally, to express the current speaker’s disapproval); and (d) clarifying the *lack of a face-threatening intention* by the current speaker, especially in view of a previous act that may have been perceived as defiant, or a challenge. These different functions of *dhiladhi* are indicated by a combination of signaling methods, including whether it is used to elaborate on one’s own or a prior speaker’s turn, its temporal placement within the turn (before or after the phrase whose content or import is being elaborated on or clarified), and its prosodic realization (non-rising vs. rising intonation). These signaling methods operate independently to guide understanding of *dhiladhi* as a track 1 or track 2 signal. Given the lack of previous analyses of *dhiladhi*, the proposed analysis expands our knowledge of its possible functions and how these are achieved by a combination of signaling methods. In addition, it confirms the cross-linguistic validity of Clark’s track 1/ track 2 distinction and offers some further insights into the signaling methods by which this is implemented cross-linguistically.

Clark, Herbert H. (1996) *Using language*. Cambridge: Cambridge University Press.

Clark, Herbert H. and Jean E. Fox Tree (2002) Using uh and um in spontaneous speaking. *Cognition* 84, 73–111.

**Chantal Tetreault,**

***Performing the Village Within: Cultural Citizenship to le Bled among French Teens of Pan-southern Mediterranean Heritage***

[contribution to the panel *Figuring Citizenship: Children & Youth’s Communicative Practices and the Cultural Politics of Citizenship*, organized by Reynolds Jennifer F.]

This paper undertakes an analysis of *le bled* as performed and evoked in everyday talk by French teenagers of primarily North African descent. In Classical Arabic, *bld* means “country,” but in colloquial dialect the term often means “village”; in the French context, *le bled* is used to mean “homeland” or “home country” and usually refers to Algeria. However, in the discourse of adolescents in my study, this term evokes anti-traditionalist and pro-modernist discourse relating to ‘home countries’ such as Portugal, which is constructed as less modern than France. I argue that the concept of *le bled* is evolving into a pan-southern Mediterranean identification by French teenagers of immigrant descent living in ethnically mixed, low-income housing projects, *les cités*. Simultaneous identifications by French teenagers as affiliated with the ‘backward’ *bled* are observed in humorous performances of the backward immigrant buffoon, *le clandé* (‘clandestine’ or ‘illegal’). These self-mocking

identifications by teenagers as being from and of *le bled* indicates that this anti-modernist marker of the 'old country' is seen to be in spatial and symbolic circulation, such that teens carry the non-modern with them through ancestry, kinship, and behaviors associated with the non-North and non-modern Mediterranean. It is argued that this process indicates the ways that French teens of marginalized immigrant backgrounds (Algerian and Portuguese respectively) actively engage in racialization of themselves and their peers through adoption of signifiers like *le bled* that become divorced from their original spatial attachment to exist through behaviors and ancestry within "modern".

**Maryanne Theobald, Susan Danby**

***Affective and moral stances of teacher and children in a school playground***

[contribution to the panel *Affective stances, accountability and moral order in adult-child interactions*, organized by Cekaite Asta]

School playgrounds are interactional spaces where children and teachers together actively constitute moral practices. Moral practices are embedded within interactional practices, in that understandings of morality cannot be separated from understandings of everyday practices. Within playgrounds, as within other settings such as the classroom or home, children and adults accomplish, negotiate and display moral orders. Teacher and child moral orders are constructed continuously, depending upon who or what they are interacting with, and the setting and timing of the interactions. The practices of morality characteristically are invisible and become visible only when there is a breach of the existing moral order, or if there is an accounting of everyday practices.

This paper employs an ethnomethodological approach using conversation analysis to report on the moral actions of a teacher and children in an early years school playground in an Australian independent school. The data consisted of video-recorded interactions of everyday experiences of a small group of children, aged 7-9 years, and the teacher in the school playground. The data investigated in this paper is taken from late in the school year, when playground rules and procedures are mostly established.

We focus on an episode of interaction in which one child tells the teacher of an incident that occurred in the playground in which he reports that he had been pushed by another child. The teacher, using a democratic stance, provides interactional space for both children to give their version of the events. Through direct reported talk and rule formulations, the children and the teacher formulate a particular moral order of expected behaviour in the playground. The teacher's affective stance is through pedagogical lessons she produces as questions. What follows in the interaction is that the child who initially "tells" the teacher what happened in the playground ends up being morally challenged and sanctioned for "telling" on another child. In this way, a moral "code of not telling" (Wieder, 1974) is made relevant for all parties involved in the interaction. Such public displays of talk work as socialization practices that frame particular moral and public versions of morally appropriate actions in the playground. This analysis offers understandings of the ways that teachers and students make visible their interactional and moral stances within the playground.

Wieder, D. L. (1974). Telling the code. In R. Turner (Ed.), *Ethnomethodology: Selected readings*. Hammonds-worth: Penguin Education. Pp. 144-172.

**Sandra A. Thompson, Cecilia E. Ford**

***'Temporality and the Body: Turns and Bodily-Visual Behavior into the Transition Space'***

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

In much recent research, Goodwin has called attention to the ways in which 'through interactively organized gesture and posture, participants display crucial information about the temporal and sequential organization of their joint participation in the current interaction' (2002: S19). In our paper we examine temporality in terms of how and why people co-ordinate talk and non-talk (eg., bodily displays) as verbal turns approach, arrive at, and move beyond points of possible transition relevance. We take the dynamic typology of turn-construction components first suggested by Sacks et al. (1974) and elaborated by Schegloff (1996), and we combine that with the multimodal perspective on coordinated action developed by Charles and Marjorie Goodwin (e.g., 1979, 1980, 1981, 1992, 2000, 2003).

We now understand something about *talk* that continues past a point of possible turn-completion, often described in terms of 'increments', thanks to such research as, e.g., Couper-Kuhlen and Ono (2007), Ford et al. (2002), Schegloff (2001), and Walker (2004). Comparable to such verbal turn continuations, in our research, we have found points of possible verbal turn completion after which the same 'speaker' produces what is arguably a turn extension but one done through *bodily-visual means*.

Our findings address BVAs in the study of temporality and turn construction, pointing up the significance of temporality in relation to the coordination of BVAs into and beyond verbal turns, and revealing the capabilities of such non-lexical practices of continuing into transition spaces. We show that BVAs have specific properties that are skillfully co-coordinated with verbal turn-constructional practices, and that motivations for co-coordinating BVAs with talk involve exploiting the particular temporal-spatial-interactional properties of each in designing formats to carry out social projects.

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**Geoffrey Thompson,**

***“You might well think that; I couldn’t possibly comment”*: Representing the evaluations of others**

[contribution to the panel *Nonveridicality, evaluation and coherence relations*, organized by Taboada Maite]

In explaining how two-party talk unfolds, Labov (1972: 254) drew a well-known distinction between A-events (those that speaker A knows about) and B-events (those that speaker B knows about), and used this to establish the discourse rule that “If A makes a statement about a B-event, it is heard as a request for confirmation”. This would seem to be particularly relevant to statements about the addressee’s ‘internal’ mental events, such as evaluations. However, if speaker A’s statement is modalized, this alters the functional status of the statement: the claim about B’s internal event is now represented as non-veridical. This shift opens up the possibility of speaker A integrating B’s hypothesized stance into his/her own line of argument as one part of a clause relation (often, though by no means always, a concessive relation – Thompson 2001). Given the fact that there is then no need for an explicit response by B, the same discourse tactic can be exploited equally in written text, which can be seen in terms of interactive exchanges even though the addressee is not physically present to provide confirmation.

In this presentation, I will first explore the reasons why modalization brings about this shift in function in such cases. I will then go on to apply the insights to an investigation of the ways in which non-veridical representations of the evaluations of others are employed in a corpus of texts from a particular written genre: online reviews of computer games. The reviews are typically oriented strongly towards the reader’s needs, in that the writer represents him/herself as a fellow consumer acting on behalf of the reader and thus as able to take account of the reader’s potential stance towards features of the product. This is reflected in the relatively high frequency of non-veridical representations of the other’s evaluations, which makes the genre a useful source of a varied range of instances illustrating the discourse tactic in operation. The analysis will provide both quantitative and, especially, qualitative findings relating to the pragmatic functions of the resource and the kinds of clause relations which utilize it; and the patterns of use that are identified will be related to the wider socio-cultural context and purpose of the genre.

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**Ashok Thorat,**

***English Studies in India: Politics of Oppression and Suppression***

[contribution to the panel *Situating societal pragmatics culturally and interculturally*, organized by Mey Jacob L.]

Decision-making in the Indian higher education has always been the privilege of the elites comprising of the typical educated upper caste people. Protecting knowledge and the sources of knowledge and sharing them with

the select few was the natural outcome of this privilege. English studies, like other disciplines, reflected this protectionist tendency and puritan approach over the past sixty years. This had disastrous effects on the access to English courses and on the career potential of the aspiring youth belonging to the non-elite sections of the Indian society. The insistence on purity and accuracy was the main instrument meticulously used for deprivation and discouragement. The insistence on the linguistic standards that were available and affordable to the rich and privileged widened the division of population between linguistically enabled and linguistically restricted sections. When the wind changed its direction, with the changed policies of various Governments, and the communicative approach was introduced as an official policy around the turn of the millennium, the elites dubbed it as a 'corrupting practice'. Even today, in some universities where pragmatic competence is being introduced in the curriculum, the puritans have been putting stiff resistance.

The present paper aims at exposing the protectionist and oppressive stance of the Indian elites. It simultaneously aims at tracing the progression from discrete introduction to designing full-fledged courses on Pragmatics in Indian universities. The tools used for achieving these aims are the theme papers prepared by the Board of Studies, the syllabuses, correspondence at the university level, appeals and manifestos during elections to various university bodies and newspaper articles and interviews. Close examination of these documents and words and actions of the people in power abundantly reveals how they aim at controlling the language behavior of the large segments of the Indian population. With the recent entry of the non-elites in the decision-making bodies began the struggle between the rigid and puritan thinking on the one hand and the social and dynamic thinking on the other. The keywords used by the protectionist group who oppose the introduction of communicative approach and pragmatic competence are 'hybridization', 'simplification', 'trivialization', 'corruption' and 'dilution'. Those who support use the keywords like 'empowerment', 'rationalization', 'relevance', 'equity' and 'inter-disciplinary'. Some of the above mentioned documents reveal this aspect of the typical Indian situation. The underlined objective of this effort is to highlight the significant role that pragmatics plays in bringing about the desirable changes in the English Curriculum in the Indian universities. The University of Pune has played a pioneering role in this respect and, therefore, most of the data used for analysis is related to this reputed university.

**Joanna Thornborrow,**

***Narrative, listenership and evaluative discourse in Piers Morgan's 'Life Stories'***

[contribution to the panel *Interacting with and responding to narratives*, organized by Norrick Neal R.]

My focus in this paper will be the hybridisation of narrative discourse in the context of a recent and highly successful UK ITV series, Piers Morgan's *Life Stories*. Falling somewhere in between the chat show and the interview, (and in some ways, perhaps harking back to an earlier BBC series *This is Your Life*), the format involves Morgan interviewing a celebrity guest (my data includes Katherine Jenkins and Daniil Minogue, Katie Price ('Jordan') and former prime minister Gordon Brown) in front of a studio audience.

One of the most prominent features of this hour-long show is the way it incorporates either talk from others about the interviewee, or extracts from some event or experience involving the interviewee, shown on selected video clips in the studio during the course of the programme. So, as well as telling their own stories, the guests on PMLS also have to listen to, and respond to, stories told about them. In this format, the participation framework for mediated narration becomes one where a) stories are told not only by the protagonist in response to interviewee questions, but where the protagonist is positioned as recipient of a story about them, and are subsequently invited to respond to those stories.

The discursive hybridity of this format, in which interview interlaces with narrative in some new and interesting ways, offers a dual level of construction of protagonist identity. Central to this is narrative evaluation, where evaluations shown in the video clips of others' narrative discourse are an integral part of the 'life story' being told. The protagonist is invited to respond to these stories and therefore may align or not, as the case may be, with those 'other evaluations'. I will examine specifically how interviewees respond to stories told about them, and how these responses contribute to the presentation of a particular kind of 'self-evaluation'.

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Harris, S. (2001) Fragmented narratives and multiple tellers: Witness and defendant accounts in trials. *Discourse Studies* 3 (1), 53-74.

Pomerantz, A. (1984) "Agreeing and disagreeing with assessments: some features of preferred/dispreferred turn shapes". In: Atkinson, J.M., J. Heritage, eds. *Structures of Social Action: Studies in Conversation Analysis*, 57-101, Cambridge: Cambridge University Press:

Schiffrin, D. (1990) The management of a co-operative self in argument: the role of opinions and narrative. In A Grimshaw (ed.) *Conflict Talk*, 241-259, Cambridge: Cambridge University Press.

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**Anna Claudia Ticca, Elwys De Stefani**

***Introducing the "reason for the visit": Place names in the opening sequences of travel agency service encounters***

[contribution to the panel *Names in Interaction*, organized by De Stefani Elwys]

Service encounters in travel agencies constitute an appealing set of data for the analysis of place names usage in conversation. Indeed, in this kind of interaction the destination of a trip is expectedly referred to via toponyms, among other possible *place formulations*. A first investigation of our data revealed that place names are recurrently found at the end of the service encounters' opening sequences and that customers are expected to introduce at that point their *reason for the visit* (Heath 1981). This sequential position will be the focus of our analysis. Drawing on audio- and videotaped interactions between travel agents and customers recorded during two days in a travel agency in Naples, we will use Conversation Analysis as a methodological tool for analysing what participants "do" when they introduce their trip's destination by employing a place name.

We will start off by examining the different resources participants employ to introduce the *reason for the visit*. We will show that the various possibilities that customers have to accomplish this task exhibit different ways of categorising the "kind" of visit in which they are about to engage ("first visit", "follow-up visit", "last visit"), and thus the "kind" of customers they are (e.g. "occasional" vs. "habitual" customers). As we will illustrate, these categorisations are displayed and made relevant by structuring the turn that expresses the *reason for the visit* in specific ways. Two turn-constructural phenomena related to place names will be the focus of our analyses: first, we will examine the possible positions that place names can occupy in the turn comprising the *reason for the visit* and show that turn-final position indexes low negotiability of the intended destination. Second, we will focus on the occurrence or repair sequences (self and other) with regard to place names and show their relevance for membership categorisation (see Egbert 2004).

While in Conversation Analytic research the analysis of proper names has been carried out overwhelmingly with regard to their referential dimension (see Schegloff 1972, Sacks & Schegloff 1979 among others), our paper intends to go beyond this problematic and analyse place name formulation as a systematic practice in the introduction of the *reason for the visit*.

Egbert, Maria. 2004. "Other-initiated repair and membership categorization – some conversational events that trigger linguistic and regional membership categorization." *Journal of Pragmatics* 36: 1467-1498.

Heath, Christian. 1981. "The opening sequence in doctor-patient interaction." In *Medical Work: Realities and Routines*, Paul Atkinson and Christian Heath (eds), 71-90. Farnborough: Gower.

Sacks, Harvey and Schegloff, Emanuel. 1979. "Two preferences in the organization of reference to persons in conversation and their interaction." In *Everyday language. Studies in ethnomethodology*, George Psathas (ed.), 15-21. New York: Irvington Publishers.

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**Merran Toerien,**

***'Laden' informings: What responses do they make relevant and what can this tell us about the official/unofficial business of conversation?***

[contribution to the panel *The Official and the Unofficial Business of Conversation*, organized by Fischer Kerstin]

Information provision is a routine part of interactions in many institutional settings. For example, within the three datasets (comprised of audio- and video-recorded naturally occurring interactions) on which this paper will draw, there is an institutional expectation that: i) nurses will inform potential medical trial participants about how randomisation works; ii) advisers in UK Jobcentres will inform benefits claimants about the conditions of making a claim; and iii) neurologists will inform patients about their diagnosis. Informing can, then, take place simultaneously at the level of turn design and action. However, some turns designed as informings appear to be doing something more – they hint at decisions the recipient has to make: to agree or refuse to take part in a trial, join a back-to-work programme, or undergo a particular treatment – without explicitly asking the recipient to produce that decision.

In this paper I use conversation analysis (CA) to examine a spectrum of actions in institutional talk: what I will, for the sake of brevity, call 'simple information provision' (where turn design and action align); 'laden information provision' (where the turn is designed as an informing, but hints at an additional action); and 'explicit decision initiators' (e.g. a request to take part in a trial, an offer of a referral to a programme, or a treatment recommendation). The aim is to explicate what kinds of responses the second category of turns makes relevant.

We know from research on ‘informings’ or ‘tellings’ in ordinary conversation that turns *produced as* informings may not only (or even primarily) be doing the *social action of* informing: “‘You’re standing on my foot’ is not meant only as a telling, it is a complaint; it wants more response than the news value and a sympathetic receipt; it wants a remedy” (Schegloff, 2007, pp.74-75). To treat such a turn as an informing (e.g. by saying “oh”) would be obtuse (like answering “yes” if someone asks, “have you got the time”). In my institutional datasets, however, even informings that appear to carry other kinds of action are regularly treated as *nothing but* informings – without sanction from the speaker. I explore the implications of my findings for what might be said to be the ‘official’ and ‘unofficial’ business of these informing sequences.

My findings illustrate two key contributions that a conversation analytic perspective can make to debates about the official and unofficial business of conversation: i) The distinction between turn design and social action; and ii) the importance of participants’ responses for understanding if/how such constructs are relevant to participants’ own understandings of what’s going on in the interaction. My data also point to an added level of complexity in institutional interaction: because participants are typically demonstrably oriented towards particular institutional goals (Drew and Heritage, 1992), another kind of distinction is possible – between talk directed towards the official business *of the institution*, and that which is not (and hence may be said to be ‘unofficial’ in another sense).

**Ayse Betül Toplu, Zeyrek, Deniz**

***Event Conceptualization from a Cross-linguistic Perspective: Evidence from Turkish, English & French***

[contribution to the panel *Language-specific conceptualizations in linguistic and non-linguistic tasks: comparing native speakers and second language users*, organized by Flecken Monique]

The verb lexicalization dichotomy put forward by Talmy (2000) is the framework used for most of the inquiries on cross-linguistic differences in the expression of motion events. He distinguishes between *path languages* (path of motion is expressed in the main verb and manner of motion in a separate component) and *manner languages* (manner information is given in the main verb and path is expressed through satellites).

The present study makes use of this framework to investigate two path languages (French and Turkish) and a manner language (English). First, descriptions of motion events by native speakers of the three languages are analyzed in order to pinpoint inter- and intra-typological differences/similarities. Secondly, we address the question to what extent those typological properties are reflected in motion event categorizations (a non-linguistic task). The main goal of the study is to test the effects of language-specific features in a non-linguistic task and to relate the results to the linguistic relativity hypothesis (Whorf, 1956). We tested 20 native speakers of Turkish, 20 native speakers of English and 22 native speakers of French in a verbal production task and a non-verbal categorization task. The stimuli used in the experiments were real-life videos, each depicting a separate motion event (e.g. run into, hop down or stagger across).

All subjects first took part in the categorization task, during which they watched 10 sets of motion event video clips. Each set consists of one prime and two target videos. Subjects first watched the prime video and then the two target videos were presented consecutively. One of the targets was a same-manner alternate of the prime video and the other was a same-path alternate. At the end of each set, subjects were asked to choose the target video which is “more similar to the prime video”. Afterwards, all subjects took part in the production task, during which they watched and described 25 other video clips depicting motion events.

The results of the linguistic task are in line with the Talmyan framework: speakers of Turkish and French almost always (95% and 97%, respectively) use path sentences whereas speakers of English almost always (98%) prefer manner sentences while describing the motion events in the videos presented. The results of the categorization task, on the other hand, show a universal pattern independent of verbal typological effects. Neither Turkish nor French (path languages) speakers differ significantly from English (manner language) speakers. Members of all groups, regardless of their native languages, show a tendency to choose same-manner alternates more frequently. The results are interpreted as suggesting that linguistic representations and conceptual representations do not always go hand-in-hand. Implications for the linguistic relativity hypothesis will be discussed.

**Halima Touré,**

***President Barack Obama and the Social Construction of Racial Identities***

[contribution to the panel *The Obamas and an American Identity Dilemma*, organized by Coleman Charles]

In a *Nation* article Melissa Harris-Lacewell writes that Barack Obama has disrupted what it is supposed to mean to be Black and has “created a definitional [identity] crisis for whiteness.” This presenter will examine this White identity crisis in the context of some of the rhetoric of Rush Limbaugh and Glenn Beck, who are well-known right wing critics of President Obama and opponents of liberals in general. Limbaugh and Beck cannot be dismissed as racists: Limbaugh accused the actor Michael J. Fox of faking Parkinson’s disease, and he

insinuated that Hillary Clinton was complicit in the suicide of White House Aide Vince Foster. However, both their rhetoric and the rhetoric of the Tea Party draw predominantly European American audiences, and their language incorporates a "victimized narrative" for which some Blacks have been criticized. In this newly co-opted narrative, Whites are victimized by policies and practices of a liberal, Democratic Party-controlled government which favors people of color and immigrants over Whites.

**Elizabeth Traugott,**

***“He withdrew, disconcerted and offended, no doubt; but surely it was not my fault”. On the function of adverbs of certainty at the left and right peripheries of the clause.***

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by Beeching Kate]

Work on the historical semantics and syntax of epistemic adverbs in English has focused largely on the development of circumstance adverbs, which frequently occur at or near the right margin of the argument structure, into a) epistemic adverbs, which frequently occur in medial position after the first auxiliary, e.g. *probably* (Hanson 1987), and sometimes further into b) discourse/stance markers at left periphery (LP) of the clause, e.g. *indeed, in fact, actually* (Traugott and Dasher 2002). Drawing on such studies, Aijmer (2007:39, citing Auer 1996:313) hypothesized that “[g]rammaticalization implies a movement toward a loosely attached pre-front field constituent”.

In English, expressions at right periphery (RP) (i.e. after the argument structure) are often disjunct and form a separate intonation unit. Therefore it may not be clear whether the intonation unit is at RP of prior discourse, or at LP (i.e. before the verb and arguments) of upcoming discourse (Lenk 1998), and researchers have tended to avoid expressions at RP, except in studies of tags (e.g. Tottie and Hoffmann 2006). It is sometimes claimed that stance markers at RP have “perfunctory meaning” (Simon-Vandenberg 2007 on *surely*), or are “more or less accidental” (Kärkkäinen 2007 on *I think*).

However, recently interest has turned to the role of constructions recruited to the RP of the clause, especially in English and French (e.g. Hansen 2008; Beeching, Degand, Detges, Traugott, and Waltereit 2009; Degand and Fagard Forthc.). In East Asian languages stance markers are often morphologically bound at RP (e.g. Huang 2000 on Taiwan Chinese; Yap, Stephens, and Horie 2004 on Japanese, Mandarin, and Malay). This suggests that RP is cross-linguistically an important slot and should be taken seriously.

Taking the position that modals are stance markers that should be investigated not only for their expression of truth value, but also for their rhetorical functions (Biber et al. 1999; White 2003; Englebretson 2007), I compare the development at LP and RP of epistemic *surely* and *no doubt*, as evidenced by *The Corpus of Late Modern English Texts, Extended Version*, a diachronic corpus of about ten million words from 1710-1920. I show how meanings of these adverbs differ at LP and RP. While *surely* expresses mainly interpersonal stance and *no doubt* personal stance in any position, at RP *surely* is associated with negative semantic prosody (Stubbs 1995; Brems 2010), *no doubt* with positive semantic prosody (compare *Magsy, it isn't true, surely!* with *What you say is very true, no doubt!*). This study shows how some of the properties that Downing (2001) and Simon-Vandenberg (2007) find for *surely* and *no doubt* respectively in Present Day English emerged, and demonstrates that they have significantly different pragmatic functions within the “constructional space” of epistemic adverbs of certainty (Simon-Vandenberg and Aijmer 2007).

**Véronique Traverso, Sylvie Bruxelles**

***Making one's own voice heard in other-repetitions***

[contribution to the panel *Understanding varieties and functions of other-repetition in interaction*, organized by Oloff Florence]

The numerous studies that have been dedicated to repetition (cf. Johnstone 1987, Norrick 1987, Tannen 2007, among others) have brought to the fore various functions for this phenomenon, among which expressing agreement or expressing disagreement hold an important place. In the present study, we focus on other-repetition occurring in the process of expressing agreement.

Our aim is to describe how participants in multi-party conversations manage to express agreement by repeating ‘others’ words while keeping their own input detectable. In this usage, other-repetition functions as a resource for achieving alignment to prior talk, all the while making one's own voice heard.

Two theoretical backgrounds are being referred to. The main one is conversation analysis and its theoretical and multimodal approach. In this field, our study is in line with Heritage's work on epistemic authority (Heritage 2002, Heritage & Raymond 2005), and with Stivers' study on modified repeats as a device for challenging primary rights to state something (2005).

The second background concerns studies on enunciation that have developed out of Bakhtin's work (Bres et al. 2005, Goodwin 2007). We specifically refer to the notion of diaphonic repetition (Roulet 1987, Perrin et al. 2003). According to this approach, the type of repetitions that is examined in our paper are explicit diaphonic

repetitions, through which the speaker expresses both her/his alignment and agreement with the interlocutor's point of view and her/his own stance towards this same point of view.

The data used for our analysis are issued from audio and video recordings of two work meetings. The first one gathers three architects in charge of the renovation of a castle to be converted in a conference centre (Mosaic Corpus, Détienne & Traverso 2009). The second is an audio recording of a research meeting during which five participants prepare a panel for a conference.

The data analysis accounts for the range of devices by which participants modulate their repeats in order to preserve their own voice within collective agreements. We focus particularly on what goes on when the group of participants splits up into two parties (Schegloff 1995) in relation to the ongoing activity. Very interesting configurations appear when a disagreement has taken place: on the one hand, participants engage in building on their party by expressing their agreement and alignment — and their disagreement towards the position of the other party —, and, on the other hand, in making their own input identifiable within the party, so that they avoid melting into a full chorus.

**Catherine Travis, Rena Torres Cacoullós;**

***On the role of contrast in subject expression***

[contribution to the panel *Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective*, organized by Englebretson Robert]

It is often assumed that in a language such as Spanish with variable subject expression, subjects are expressed where a speaker wishes to mark a contrast (e.g. Silva-Corvalán 2001)(but see Amaral & Schwenter 2005), as in the following example.

Angela: *te acordás que yo quería comprar un congelador?*  
'You remember that I wanted to buy a freezer?'

Santi: *Pues, Yo pienso que el congelador de pronto no, mami.*  
'Well, I think that maybe not the freezer, honey'

While "contrast" is often appealed to in pragmatic analyses, rarely is it operationalized in a replicable manner. Two studies that have sought to do so are Sun & Givón (1985), based on the notion of potential referential interference, and Myhill & Xing (1996), based on the notion of converse predicates.

In this research, we apply these two operationalizations to first-person singular subjects in Spanish to determine whether they are able to provide an account of subject expression. The analysis is based on 1,000 clauses with first person subjects drawn from a corpus of spontaneous conversation recorded in the city of Cali, Colombia (Travis 2005). Results indicate that potential referential interference (Sun & Givón 1985), that is, the presence of referents that are semantically compatible with the target clause in the immediately preceding discourse, plays no role in the rate of subject expression in these data. We interpret this to be due partly to the nature of first-person subjects in interactional discourse, and hypothesize that third person subjects (as non-discourse participants) may not in fact 'potentially interfere' with first person subjects, despite apparent semantic compatibility. The notion of converse predicates (Myhill & Xing 1996), on the other hand, does appear to offer some explanation: we find that subjects are expressed at a rate significantly higher than average in contexts where there is a clause in the surrounding discourse that occurs with both a converse predicate and a distinct subject. However, this accounts for less than 5% of the data, and thus does not offer a meaningful explanation of expression.

At the same time, our results identify other environments that may relate to contrast that can be tested as factors in variably expressed subjects, such as turn initial position, negation, and the presence of a non-coreferential first or second person subject in the preceding discourse (as in the example above). We conclude that broad-scale quantitative analyses operationalizing pragmatic notions (e.g. Torres Cacoullós & Schwenter 2008) are required to account for the variability characterizing natural speech.

Amaral, P.M. & S.A. Schwenter. 2005. Contrast and the (non-) occurrence of subject pronouns. In D. Eddington (ed), *Selected proceedings of the 7th Hispanic Linguistics Symposium*, 116-127. Somerville, MA: Cascadilla Press.

Myhill, J. & Z. Xing. 1996. Towards an operational definition of contrast. *Studies in Language* 20(2): 303-360.

Silva-Corvalán, C. 2001. *Sociolingüística y pragmática del español* (Georgetown Studies in Spanish Linguistics). Washington, DC: Georgetown University Press.

Sun, C.F. & T. Givón. 1985. On the so-called SOV word order in Mandarin Chinese: A quantified text study and its implications. *Language* 61(2): 329-351.

Torres Cacoullós, R. & S. Schwenter. 2008. Constructions and pragmatics: Variable middle marking in Spanish *subir(se)* "go up" and *bajar(se)* "go down". *Journal of Pragmatics* 40(8): 1455-1477.

Travis, C.E. 2005. *Discourse markers in Colombian Spanish*. Berlin / New York: Mouton de Gruyter.

**I-Ni Tsai,**

***Getting Attention to Shift: The Mandarin Falling-intoned *Ei* and the Shift in Conversational Framework***

[contribution to the panel *Cross-linguistic Perspectives on Turn-beginnings in Interaction*, organized by Kim Hye Ri Stephanie]

In daily interaction, one of the most important human conducts is to constantly foreshadow what unit or action will come next in the unfolding talk. Using proper projection, interactants are able to adumbrate possible trajectories and invite recipients to align with them toward the upcoming talk in the subsequent course of interaction. The components available to foreshadow, a.k.a. ‘prefaces,’ can range from fully developed pre-sequences such as, *can I ask you a question*, to minimal non-lexical tokens like *uh* or *oh*.

The present paper deals with such a turn-initial minimal preface in Mandarin Chinese, the falling-intoned particle *ei*, and its projectability in everyday conversation. The falling-intoned particle *ei*, roughly equivalent to English *hey*, is a minimal non-lexical token, commonly characterized as an attention-getter or a summoning token. However, as it is used in spontaneous conversation in daily interaction, such a particle seems to function far beyond getting attention or summoning; it also projects a shift in the upcoming course of action.

Based on a corpus of five-hour casual conversations among close friends, it is found that the turn-initial particle *ei* commonly prefaces initiation of a new sequence in which the speaker switches topic to bring up matters observably disjunctive from what has been touched on previously. Moreover, such initiation of a new sequence is oriented to as an abrupt one in the sense that it either interrupts an ongoing turn of the prior speaker or it is produced before the just-preceding sequence formally or noticeably comes to an end. The finding suggests that by using the particle *ei* in the turn-initial position, the speaker manages to display his/her orientation to the talk s/he is about to produce as not part of the ongoing activity the co-participants are or may still be engaged in at the moment and as a sudden disjunction with reference to the just-preceding sequence, thereby projecting a turn involving an abrupt shift in the course of action.

**Giuseppina Turco,**

***Intonational marking of Verum Focus in L2 learners***

[contribution to the panel *Language-specific conceptualizations in linguistic and non-linguistic tasks: comparing native speakers and second language users*, organized by Flecken Monique]

This study concerns how advanced German learners of L2 French express *Verum Focus*, a phenomenon by which the truth value of the predication is focused by putting a pitch accent on the finite verb (ex. The dog HAS eaten the cake) (Höhle 1992; Dimroth et al. 2009). Cross-linguistic studies (e.g. Swerts et al. 2002) reveal that in Germanic languages there is a close relationship between de/accentuation and information value (*new* vs. *given*) of the phrase constituents (Ladd 1996). In (1) below, German native speakers systematically assign a nuclear pitch accent to the auxiliary (*new*: truth value highlighted by the finite element ‘has’; Klein 2006) and deaccent the non-finite element of the verb phrase (*given*: ‘eaten’). French native speakers, on the contrary, tend to accent both elements, regardless of their information value (Turco/Braun, submitted).

Given these cross-linguistic differences, we asked whether advanced L2 learners manage to acquire these fine-tuned principles in information structure which are language-specific, and whether they focus information in a target-like way (e.g. Stutterheim/Lambert 2005). Twenty German adult learners of L2 French, compared with two control groups of 15 native speakers (German/French), undertook a picture-difference task (Turco 2010) and a reading task where they were encouraged to mark *Verum Focus* in contexts with a contrast in the polarity component. Consider the mini-dialogues in (1):

(1) speaker 1: [the dog]<sub>topic</sub> [has not]<sub>polarity</sub> eaten the cake  
speaker 2: [the dog]<sub>topic</sub> [HAS]<sub>polarity</sub> eaten the cake

The information structure of (1) contains a given predicate (*eating*) which does not hold (speaker1) or holds (speaker2) for a given entity (*dog*).

An acoustic analysis of these utterances reveals differences in the way in which *Verum Focus* is realized by learners, when compared to natives: Different from French and German natives, who always make use of intonation, learners tend to double-mark this type of focus by using both a pitch rise on the verb phrase, as well as lexico-structural devices such as particles (i.e. *bien* and/or *si*) (ex. *Si, sur mon image le jaguar a bien ATTRAPPÉ l'hirondelle*). When only intonation is used, learners, similar to French natives, realize a pitch rise on the auxiliary and on the last syllable of the non-finite verb, with a lower f0-peak than the preceding f0-peak realized on the subject. However, in learners, different from natives, the pitch rise on the verb is systematically preceded by an intonation phrase break (ex. *Sur mon image l'enfant// A mangÉ les bonbons*). This seems to suggest that at high stages of proficiency, L2 learners are on their way toward the target-like realization of the *Verum Focus* and are thus also able to acquire these fine-grained language-specific information structural means. However, their over-explicit double-marking strategy to convey *Verum Focus* in French (the L2) might be the result of the lack of a straightforward systematic pattern, in that in French the focused element is not always perceptually salient (as it is in German (their L1); Turco/Braun submitted),

**Dorien Van De Mieroop,**  
***Constructing collectivity in WWII- interviews***

[contribution to the panel *Constructing collectivity: 'we' in interaction*, organized by Pavlidou Theodossia-Soula]

In this presentation, I focus on the use of the we-form in narratives about the Second World War. Such narratives have been gathered extensively because of their socio-historical relevance. These are usually elicited by means of interviews, since most narrators are not prone to talk about this subject spontaneously. This has thus led to a massive set of big stories about this subject, which have also been studied widely from a linguistic angle (e.g. Schiffrin 2000, 2002, Van De Mieroop 2009).

The corpus of the analyses for this presentation consist of the 'Breendonk'- interviews, which were carried out for a mainly historical purpose, namely to document the events and living conditions in the biggest Belgian World War II transition camp, namely Breendonk. From these interviews, I selected 15 narratives that focus on the deportation of the interviewees from Breendonk to various concentration camps.

In these narratives I look at the way identities are being co-constructed by the interviewer and the interviewee, as such taking an interactional approach to these interview data (cf De Fina 2009). The analyses show that there were striking similarities between these 15 identity constructions, in which the highly frequent use of the we-form takes a central position. All the interviewees consistently construct a collective identity in which they clearly position themselves as members of the group of former Breendonk prisoners of war. The use of the we-form is only avoided when taboo topics such as scatological needs and dying are being discussed. The findings thus illustrate the importance of the we-form as a marker of identity.

De Fina, A. 2009. Narratives in interview - The case of accounts; For an interactional approach to narrative genres. *Narrative Inquiry* 19(2): 233-58.

Schiffrin, D. 2000. Mother/daughter discourse in a holocaust oral history: "Because then you admit that you're guilty". *Narrative Inquiry* 10(1): 1-44.

Schiffrin, D. 2002. Mother and friends in a Holocaust life story. *Language and Society* 31: 309-53.

Van De Mieroop, D. 2005. An integrated approach of quantitative and qualitative analysis in the study of identity in speeches. *Discourse & Society* 16(1): 107-30.

Van De Mieroop, D. & Bruyninckx, K. 2009. The influence of the interviewing style and the historical context on positioning shifts in the narrative of a Second World War Resistance member. *Journal of Sociolinguistics* 13 (2): 169-94.

**Johan van der Auwera, Maud Devos, & Frens Vossen**  
***On restrengthening negation***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt Mosegaard]

Traditional 'Jespersen cycles' (Dahl 1979) portray changes from single to double and back to single negation, via some kind of strengthening and weakening. In both processes pragmatics is taken to go hand in hand with structure, in the sense that the budding double negation is originally pragmatically different from the simple negation. When afterwards the pragmatic effect bleaches, the motivation for a bipartite structure is gone and the structure formally simplifies to single negation. However, some recent work, especially on Bantu languages, has focused on the rise of triple negation. In the Kanyok example below, *ka* is the old preverbal negator, *oh'* is a doubling negator, and *bënd* is yet a third negator.

- (1) Kanyok (Bantu, L32; Mukash Kalel 1982: 326)  
 ka-tù-tùm-in-oh'            bënd  
 NEG-1PL-send-TAM-NEG        NEG  
 'We have not sent'

In this scenario, double negation, pragmatically weak yet formally still strong, turns to triple negation, which is pragmatically strong again and formally 'triply' strong. The paper sketches the interaction of pragmatic and formal change in the rise of triple negation, with special attention also to the etymologies of the negator. The focus is on Bantu, but we will survey the world at large. We will also comment on the potential of quadruple negation.

**Fleur van der Houwen,**  
***Reporting writing: Police records in the courtroom***

[contribution to the panel *Quoting from the case file: intertextual practices in courtroom discourse*, organized by D'hondt Sigurd]

This paper examines how police records are invoked in a Dutch criminal trial. In the Dutch criminal court system there is a heavy reliance on documents that have been drawn up earlier in the investigative process. While the defendant is present, witnesses do not generally appear in court to tell their story again but their earlier statements, as written down by the police, are used instead. Judges will read or summarize from these statements

during the trial because they can only base their judgment on that which has been dealt with in court. When reporting from the documents, judges may do so directly or indirectly. The question this paper aims to answer is when, in what context, does a judge choose to report directly from a police record and when to report indirectly. Judges in their search for the truth must bring into play the accounts of the various actors involved in order to reconstruct what might have happened. Judges, however, are selective. Not every single witness' or defendant's account is read out loud. Some parts of accounts may be read out loud, taking a direct perspective but some are paraphrased or summarized taking an indirect perspective. Preliminary findings suggest that indirect reports from the documents have a backgrounding function whereas the direct reports have a foregrounding function. The aim of this paper is to illustrate with a sequential analysis of one case how a judge reconstructs a story with the use of various direct and indirect reporting strategies and thereby fore and backgrounds different types of information from the accounts.

**Nynke van der Vliet, Gisela Redeker**

***Explicit and Implicit Coherence Relations in Dutch Texts***

[contribution to the panel *Pragmatic aspects of discourse coherence*, organized by Gruber Helmut]

Coherence relations describe text organization in terms of semantic or pragmatic relations between text parts. Semantic relations (cause, contrast etc.) describe the connectedness of the subject matter, while pragmatic relations (evidence, concession, etc.) operate on the illocutionary level (Redeker 1990, Sanders 1997). In Rhetorical Structure Theory (RST; <http://www.sfu.ca/rst/>), both types of relations are combined in one tree-like structure. The same set of relations is assumed to apply to clause-level elementary units and to larger segments. Coherence relations thus occur intra-sententially (describing the discourse functions of conjoined and subordinate clauses) and inter-sententially (across sentence boundaries).

We have studied the distribution and explicit signaling of coherence relations in 20 encyclopedia entries and 20 fundraising letters. Pragmatic relations are rare in the encyclopedia entries (9%), reflecting the information-giving function of these texts. In the fundraising letters, pragmatic relations account for 17% of the intra-sentential, but 46% of the inter-sentential relations, suggesting quite plausibly that the persuasive rhetoric of these texts (motivating the reader, justifying the request for money, etc.) is mostly deployed at higher levels of the text structure.

Intra-sentential relations are much more often signaled than inter-sentential relations (69% vs 16%), presumably reflecting the fact that intra-sentential clause combining usually involves an obligatory conjunction or adverb, while there is no such syntactic requirement for explicit marking of inter-sentential relations. Intra- and inter-sentential semantic relations are more often explicitly marked in the fundraising letters than in the encyclopedia entries (51% vs 38%). This is in line with other findings with this corpus showing that the encyclopedia entries contain a dense and well-structured network of lexical cohesion relations, which may provide text-organizational clues and thus obviate the need to signal relations by using connective expressions.

We will extend these analyses to all 80 texts in our corpus, adding popular scientific news as a second expository genre and advertisements as a second persuasive genre. In this larger corpus, we will compare types of coherence relations (using, e.g., the sense classification used in the PDTB; Miltsakaki et al 2008) and focus on global inter-sentential relations (realizing genre-specific moves), where we expect the strongest genre differences (Abelen et al 1993; Sanders 1997). Our ultimate goal is to explore the automatic recognition of RST relations and moves in our corpus.

Abelen, E., Redeker, G., & Thompson, S.A. (1993). The rhetorical structure of US-American and Dutch fundraising letters. *Text* 13: 323-350.

Miltsakaki, E., Robaldo, L., Lee, A. & Joshi, A. (2008). Sense Annotation in the Penn Discourse Treebank. *Computational Linguistics and Intelligent Text Processing. Lecture Notes in Computer Science* 4919: 275-286.

Redeker, G. (1990). Ideational and pragmatic markers of discourse structure. *Journal of Pragmatics* 14: 367-381.

Sanders, T. (1997). Semantic and pragmatic sources of coherence: On the categorization of coherence relations in context. *Discourse Processes* 24: 119-147.

**Tom Van Hout,**

***On the (linguistic) ethnography of news writing***

[contribution to the panel *More than „mixed methods“: Balancing research frameworks in the linguistic pragmatic analysis of news production practices*, organized by Perrin Daniel]

Through “thick participation” (Sarangi, 2007), i.e. sustained involvement in a research site through fieldwork, and “thick description” (Geertz, 1973), i.e. the recording of social activity in as much of its complexity and messiness as possible, news ethnography typically produces rich accounts of news rituals, practices and technologies (Wahl-Jorgensen, 2010). These studies show that news production can be seen as a process of entextualization: the transformation of selected events in the social world into unified accounts of those events.

These accounts are always textual representations, in print, on air or online and they are the result of complex *text trajectories*.

This paper contends that studying text trajectories of news poses two sets of problems for news ethnography. The first problem is empirical and asks *what counts as data?* in the analysis of news production. How can ethnography produce thick descriptions of these trajectories through time and space? The second problem is theoretical and lies in the *representation* of news production. How can ethnography reproduce and thus reconstruct text trajectories?

Taking a cue from the anthropology of writing (Barton and Papen, 2010), I suggest that a linguistic ethnographic approach to writing from sources offers productive avenues for news production research. I will use data from my own research on news production (Macgilchrist and Van Hout, 2011; Van Hout, 2010) to reflect on (i) how computer-assisted writing process analysis can address the empirical problem of thick description; and (ii) how insights from literacy studies and multimodal discourse analysis speak to the theoretical problem of data representation.

Barton, David, Papen, Uta, 2010. What Is the Anthropology of Writing?, in: Barton, D., Papen, U. (Eds.), *The anthropology of writing : understanding textually-mediated social worlds*. Continuum, London.

Geertz, Clifford, 1973. *The Interpretation of Cultures*. Basic Books, New York.

Macgilchrist, Felicitas, Van Hout, Tom, 2011. Ethnographic Discourse Analysis and Social Science FQS - Forum Qualitative Sozialforschung/Forum Qualitative Social Research 12,1.

Sarangi, Srikant. (2007). Editorial: The anatomy of interpretation: Coming to terms with the analyst's paradox in professional discourse studies. *Text & Talk*, 27(5-6), 567-584

Van Hout, Tom. (2010). Sourcing business news: a case study of public relations uptake. In Bob Franklin & Matt Carlson (Eds.), *Journalists, Sources, and Credibility: New Perspectives* (pp. 107-126). London: Routledge.

Wahl-Jorgensen, Karin. (2010). News production, ethnography, and power. In S. Elizabeth Bird (Ed.), *The Anthropology of News & Journalism. Global perspectives* (pp. 21-34). Bloomington: IndianaUniversity Press.

### **Ellen Van Praet, Astrid Vandendaele**

#### ***Does the reporter have a voice? A discussion on blending approaches in news corpus description.***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

Belgium Post, a foreign publication offered by WorldNews.com, offers daily coverage of Belgium for an English speaking audience. On April 22, 2010 the website featured a news story from The Independent with the controversial, almost sensational headline: Belgium at war as Flemish hit out at 'invasion of French speakers'.

The Independent article forms part of a larger corpus and project which studies the image of Flanders in the foreign press. Rather than designing the project and corpus to suit one methodology, we aimed to embrace different approaches, integrating a corpus linguistic account of formal features in the corpus with an ethnographic investigation of the disciplinary context.

Zooming in on this particular case, the paper

- (i) discusses the pitfalls and benefits encountered in blending a systemic functional analysis of media discourse with an ethnographically-informed account of disciplinary context.
- (ii) questions the viability/value of the concepts of reporter voice, correspondent voice and commentator voice (Martin & White, 2005), in the light of a context sensitive approach to journalist texts.

As an example of the project's multidimensional approach, the paper will present detailed scrutiny of the article's lexico-grammatical features, merging the analysis with information from an interview with Brussels-based EU correspondent, and author of the Independent article, Vanessa Mock.

Bednarek, M.,(2006), *Evaluation in Media Discourse: Analysis of a Newspaper Corpus* (Research in Corpus and Discourse). Continuum, London&New York. Cotter, C. (2010). *News Talk. Investigating the language of journalism*. CambridgeUniversity Press, Cambridge.

Martin, J.R. & White, P.R., (2005), *The Language of Evaluation, Appraisal in English*, Palgrave Macmillan, London&New York.

### **Anna Vatanen,**

#### ***Turn transitions and shared understanding***

[contribution to the panel *Emerging units in embodied interaction*, organized by Keevallik Leelo]

Investigating both turn transitions with non-terminal overlap and those with no overlap, this paper argues that shared understanding must be taken into consideration in order to explain turn-taking behavior. The data explored consist of videotaped Finnish and Estonian everyday face-to-face conversations. In the data examined, it appears that in the vast majority of turn transitions containing non-terminal overlap (i.e. when the next turn starts up in the course of the previous turn's production) the speakers share understanding and/or perspective

with respect to the content of the current turn, whereas in turn transitions that contain no overlap, there are for the most part no or very few shared understandings between the parties.

Some scholars have already hinted at this in their studies of recognitional overlap (Jefferson 1983), assessments (Pomerantz 1984, Goodwin & Goodwin 1987) and co-produced turns (Lerner 2002) – in all of these, the next speaker makes a display of shared understanding or perspective by coming in in overlap –, but hitherto no general account of this phenomenon has been proposed. This paper aims to combine these considerations of legitimate, non-terminal overlap with some new findings from the Finnish and Estonian data in order to shed more light on turn transition. In all of the cases considered, the recipient makes a display of sharedness by positioning their next turn in overlap with the ongoing turn. Conversely, when the participants do not share perspectives or understandings, the next speaker mostly withholds their contribution until the current turn has more fully unfolded before producing a legitimate next turn/action.

A common or shared understanding appears to be a crucial element in accounting for turn-taking behavior. It is helpful for the recipient in interpreting and recognizing what the current speaker's turn is doing while the turn is still emerging. What is relevant for the participants in composing and recognizing turn-units is thus affected by the constantly changing relationship with respect to understandings between the parties and the sharedness that accompanies it.

Goodwin, Charles & Goodwin, Marjorie Harness 1987: Concurrent operations on talk: notes on the interactive organization of assessments. *IPRA Papers in Pragmatics* 1, 1–54.

Jefferson, Gail 1983: Two explorations of the organization of overlapping talk in conversation: Notes on some orderlinesses of overlap onset. *Tilburg Papers in Language and Literature* 28. Tilburg University.

Lerner, Gene 2002: Turn-sharing. The choral co-production of talk-in-interaction. In C. E. Ford & B. A. Fox & S. A. Thompson (eds) *The language of turn and sequence*, 225–256. Oxford University Press, New York.

Pomerantz, Anita 1984: Agreeing and disagreeing with assessments: some features of preferred/dispreferred turn shapes. In J. Maxwell Atkinson & John Heritage (eds) *Structures of social action. Studies in conversation analysis*, 57–101. Cambridge University Press, Cambridge.

**Daniela Veronesi,**

***Negotiating meaning, negotiating action: Semiotic resources in exolingual music workshops***

[contribution to the panel *Interaction and discourse in music settings*, organized by Veronesi Daniela]

As pointed out in a number of studies (among others, Berliner 1994, Monson 1996, Boyes Bräm & Bräm 2004, Poggi 2002 and 2006, Gritten & King 2006, Duranti & Burrell 2004, Streeck & Oshima 2005, Haviland 2007 and *forthcoming*, Parton 2010, Streeck & Henderson 2010), music making is accomplished through a variety of semiotic resources, drawn upon by participants in order to coordinate their playing together and to negotiate musical ‘meanings’. While in performances such goals are reached by conductors, band leaders and instrumentalists alike mainly through bodily cues (gestures, gaze, breathing, facial expressions, for instance), the use of material objects like baton and scores, and musical actions themselves (particularly in jazz improvisation), in events like music classes, workshops and master classes coordinating with one another temporally and musically is embedded in the larger educational objective of enhancing students’ musicianship, whereby music and music making become metadiscursively an object of description, explanation, reflection and demonstration. Interaction in music educational contexts is thus characterized by a constant alternation between music making and discourse about music making; furthermore, such discourse is itself constructed multimodally by classes leaders through talk, demonstrational playing, singing, miming and the like (see Haviland 2007).

The present analysis aims at exploring in detail the interplay between these embodied practices and their specific functions, in workshops in which the leader (a conductor) and students do not share the same L1 and thus resort to occasional, non professional translation during interaction. A further challenge faced by participants in the setting under examination is the fact that the workshops focus on a practice of ensemble music led by the conductor, mostly without a score, through a ‘lexicon’ of gestural directives developed over 25 years, which are not known to students and thus need to be introduced to them.

The study, based on audio- and videorecorded material taken from two of these music workshops (about 15 hours) and carried on within a Conversation Analysis framework, examines how the conductor negotiates with participants the way gestural directives are to be realized into musical action, as well as the underlying conception of music and musicality.

It is thus investigated how displaying ‘how to play’ and ‘how not to play’ is accomplished by the conductor multimodally through talk, gestural imitation of instrumentalists’ actions, vocal exemplifications (singing), verbal and bodily ‘enactments’ of directive sequences, and translation, and how such actions are combined and coordinated. By looking at the sequential context in which they occur, it will be then focused on the specific communicative moves accomplished through them (for instance, repair, see Schegloff, Jefferson & Sacks, 1977) and to the way participants orient to them, showing how different participation frameworks (Goffmann 1981, Goodwin 1981 and 2000, Goodwin & Goodwin 2004) and courses of action (playing *versus* not playing,

listening to a ‘lecturing’ conductor *versus* negotiating meaning through multi-party discussions, among others) emerge and are co-constructed during interaction.

**Bram Vertommen,**

***Mediating complex political scenes: Analyzing correspondent voice in foreign news about Belgium***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

Brussels is home to roughly 800 foreign correspondents. This press corps is a close-knit network of mostly multilingual journalists whose coverage straddles key EU events, EU stories with a national angle (Lecheler 2008), Brussels-based international organizations (NATO) and, on occasion, Belgian politics. As part of a study on the foreign media representation of Belgium, this paper uses the appraisal framework (Martin and White 2005) to examine how Brussels-based foreign correspondents mediate two “critical discourse moments” (Chilton 1987) in Belgian politics: the re-appointment (November 2009) and resignation (April 2010) of Yves Leterme as Belgian Prime Minister.

Drawing on a corpus of broadsheet newspaper articles written by Brussels-based correspondents attached to French (*Le Monde, Le Figaro,...*), German (*Die Welt, Frankfurter Allgemeine Zeitung,...*), English (*Financial Times, The Times,...*) and Dutch (*NRC Handelsblad, De Volkskrant,...*) newspapers, we present a preliminary, cross-linguistic analysis of *correspondent voice*. This journalistic style is characterized by a prominent yet constrained presence of explicit and unmediated evaluative elements and is, amongst other things, associated with coverage of international politics (Thomson, White & Kitley 2008).

Our corpus analysis shows relatively high frequencies of evaluative language use in the selected articles, either dealing with the incapacity of Yves Leterme as Belgian Prime Minister or with the surrealism of Belgian institutions. Rather than merely expressing the correspondents’ personal opinion, our findings suggest that the use of correspondent voice serves an additional purpose of *disambiguating* a political news story. Providing (often stereotypical) characterizations of key Belgian actors and concepts, explicit evaluative language makes a political story less complex for a foreign reader who is not familiar with the Belgian political scene.

The observations of our corpus-based text analysis are supported by data from interviews with the correspondents involved.

Chilton, P. A. (1987). "Metaphor, euphemism, and the militarization of language." *Current research on peace and violence*10(1): 7-19.

Lecheler, S. (2008). "EU membership and the press: an analysis of the Brussels correspondents from the new member states." *Journalism*9(4): 443-464.

Martin, J. R. and P. R. R. White (2005). *The language of evaluation: appraisal in English*. Basingstoke and New York, Palgrave Macmillan.

Pedelty, M. (1995). *War stories: the culture of foreign correspondents*. New York and London, Routledge.

Thomson, E. A., P. R. R. White, P. Kitley. (2008). "'Objectivity" and "hard news" reporting across cultures: comparing the news report in English, French, Japanese and Indonesian journalism." *Journalism studies* 9(2): 212-228.

**Juan Andrés Villena-Ponsoda,**

***The influence of negative perception on speech production and recognition: The case of the prestige phonemic split s/θ in Andalusia***

[contribution to the panel *Perception of Language*, organized by Bachmann Iris]

Cognitive perception of social and sociolinguistic reality is constrained by the speaker’s social status and personal background and can affect language variation and change. Language ideologies reflect common sense images of language use and influence which language features and varieties are considered adequate or suitable. Particularly, one of the effects of language ideology on phonological variation is acceptance of standard marked features among non-standard varieties. Phonological trends towards the generalisation of unmarked features (as those characterising southern Iberian dialects of Spanish as well as the Canary Islands varieties) can be reversed in benefit of the acquisition of more prestigious features (Hinskens, van Hout and Wetzel 1997; Villena-Ponsoda 2008; Hernández-Campoy and Villena-Ponsoda 2009).

Contemporary phonological variation in Andalusian Spanish shows the effect of language ideology both among urban and rural speakers. Negative perception of southern pronunciation of Iberian Spanish produces the increasing acquisition of overt prestige phonological contrasts (such as coronal /s/ vs. /θ/) in urban contexts, as well as a discontinuation of other older processes of phonemic simplification (such as the fricatisation of affricate /tʃ/ or the deletion of velar /x/).

An analysis of the acoustical correlates of the southern split of the national standard /s/ vs. /θ/ contrast reveals that the accommodated phonemes are taken from class and gender variants of a unique southern dental fricative phoneme /θ<sup>s</sup>/. This sort of re-allocation began in the second half of the twentieth century in eastern Andalusian

urban centres (notably Granada and Malaga) and has increasingly spread even though it is constrained by age, sex and social class.

Acoustical and perception analyses of data produced by urban and rural male speakers reveal that strategies followed by urban speakers to split the original /θ<sup>s</sup>/ into contrast between sibilant [s] and non-sibilant /θ/ differ from those used by rural speakers. The first group, which have allegedly acquired /s/ vs. /θ/ contrast as a vernacular feature, use mean intensity as the main acoustical factor while the second group, whose vernacular phonological repertoire includes only a dental /θ<sup>s</sup>/ usually pronounced as non-sibilant [θ], tend to manipulate maximum intensity as the source of their accommodation to the prestigious model of pronunciation. This has a recognition consequence: rural speakers hardly perceive the difference of intensity used for establishing the limit between southern /s/ and /θ/.

**Rowena Viney, Israel Berger, John Rae, Y. Gavriel Ansara, & Lyndsey Moon**

***The Use and Non-use of Emotional Displays in Directing Psychotherapeutic Sessions***

[contribution to the panel *Emotion displays as social action*, organized by Koole Tom]

Numerous psychotherapeutic and counselling training manuals and studies on the psychotherapeutic relationship exist to aid counsellors and psychotherapists in directing the session and overall process (e.g., Feltham & Horton, 2006; Nelson-Jones, 2005; Palmer, 1999). Indeed, it can be said that central to the job of the counsellor or psychotherapist is to direct the conversation in such a way as to accomplish therapeutic objectives. These professionals have to confront some of the most intimate emotions of clients on a daily basis. How do they treat the intense situations that clients present? How do clients present such information?

The current report looks at these questions in the context of person-centred therapy using conversation analysis. The data analysed in this report is from approximately 9 hours of psychotherapy sessions between a woman who is a social work and spiritually oriented psychotherapist and two unrelated clients in separate sessions. The clients are a man in his 50s who is seeing her for help in recovery from alcoholism and has fears related to mobility problems and a woman, also in her 50s, who has Parkinson's Disease and is seeing her for assistance in affirming her gender as a transgender woman.

The structure of this report is as follows:

First, we present instances of clients presenting emotional displays of intensity and how these actions are treated in the interaction. We will show that these actions tend to be treated by the therapist as opportunities for asking questions about the client's reasoning and feelings (an intervention in itself, McGee, Del Vento, and Bavelas, 2005) and may be sites of further therapeutic work.

Then we present instances of clients presenting intensity in information but not treating it as emotionally intense and how these actions are treated in the interaction. We will show that these actions tend to be treated as intense but not as opportunities for therapeutic work or discussion of feelings or reasoning.

We conclude that in this data, clients are able to exert some control over the direction of the session by their use of emotional displays or not, despite an intense subject that could otherwise be topicalised.

Feltham, C. & Horton, I. (2006). *SAGE Handbook of Counselling and Psychotherapy*. London: Sage.

McGee, D., Del Vento, A., & Bavelas, J. B. (2005). An interactional model of questions as therapeutic interventions. *Journal of Marital and Family Therapy*, 31, 371-384.

Nelson-Jones, R. (2005). *Theory and Practice of Counselling and Therapy*. London: Sage. Palmer, S. (1999). *Introduction to Counselling and Psychotherapy: The Essential Guide*. London: Sage.

**Jacqueline Visconti,**

***Forms of negation in contemporary Italian: A discourse-functional analysis***

[contribution to the panel *The Pragmatics of Negation*, organized by Hansen Maj-Britt

Mosegaard]

I propose a discourse-functional analysis of three forms of negation in contemporary Italian, namely the "standard", or "canonical" preverbal negative *non*, as in (1), the "bipartite", "non-canonical" construction *non... mica* (2), and the negative 'it is not that'-construction *non è che...*, as in (3):

1. **Non**sono contraria
2. **Non**sono **mica**contraria
3. **Non è** chesia/sono contraria  
'I'm not against it'

Following Schwenter's (2007) hypothesis that sentential negative constructions can be ordered by their sensitivity to dialogicity, conceived of as a continuum from dialogal (i.e. dyadic) contexts to dialogic (non-dialogal) and ultimately to monologic contexts, I identify the licensing contexts for these three types of negation, and illustrate the importance of fine-grained constraints based on dialogicity. The data are from both written and spoken contemporary Italian. Thus, while both *mica* and *non è che* are excluded in monologic contexts, such as (4), *non è che* appears to be more dialogic than the *mica* construction in that it almost exclusively denies an inference made by the interlocutor, as in (5):

4. “Siete un cattivo pittore, signor Tasso”, scriveva Galileo, “**non (\*nonè che)** sapete (??**mica**) adoperare i colori, non i pennelli, non sapete disegnare, non sapete fare questo mestiere” (Repubblica online, <http://dev.sslmit.unibo.it>).  
 ‘You are a bad painter, mister Tasso’, wrote Galileo. ‘you don’t know how to use colours, nor brush, you don’t know how to draw, you don’t know how to do this job’.
5. A. Paolo vedi io ti ho amato davvero / e forse ti amo ancora // ma quello che volevo dirti è che ci ho pensato su / e secondo me è meglio finirla qua //  
 B. così hai scelto lui //  
 A. no // **non è che** ho scelto lui // e ora come ora non so nemmeno cosa deciderà di fare mio marito ma / se volesse stare con me / sì // penso che starò con lui // (Raiuno, registrazione del 15/1/2006, ore 22.00-22.30. Fiction “Gente di mare” [LIT 2006]).  
 ‘A. Paolo see I have really loved you / and maybe I still love you // but what I wanted to say is that I thought about it / and I think it’s better we stop it here  
 B. so you chose him //  
 A. no // **it’s not that** I chose him // and I don’t even know what my husband will decide to do but / if he wanted to stay with me / yes // I think I will stay with him //

I conclude that, in addition to information-structural restrictions now well-detailed in the literature (Cinque 1976, Bernini 1992, Bernini & Ramat 1996, Espinal 1997, Schwegler 1988, Zanuttini 1997, Schwenter 2003, 2005, 2006, Visconti 2007, Hansen & Visconti 2009, Hansen 2009, Visconti 2009), the analysis of non-canonical negatives must also make crucial reference to dialogicity in order to provide a full account of the data.

### **Elena Vladimirska, Mary-Annick Morel**

#### ***Discourse markers from the perspective of enunciational theory of intonation and its development***

[contribution to the panel *Discourse units in conversation: from Romance languages to Theoretical Pragmatics*, organized by Pons Borderia Salvador]

Our study presents a development of the approach to oral language by M.A. Morel and L. Danon-Boileau (Grammar of Intonation, Paris, Ophrys, 1998) which is based on the crucial role of intonation, as well as taking into account morphosyntactic and lexical indices. We will first speak of the enunciational (uttering act) value of prosodic indices applied to the analysis of discourse markers and, subsequently, of the gaze direction and gestures, and their role in the identification of units of an oral speech chain.

Among the theoretical points of Grammar of Intonation, we will focus especially on demarcating and enunciational values of prosodic indices in the analysis of oral speech: variations in the fundamental (F0) as well as the intensity allow us to define the *oral paragraph* – the largest unit of an oral speech chain – and, within the paragraph, the *preamble* and the *rheme*. From the intersubjective perspective, it is the range (*plage intonative*) of melodic variations that informs us about the state of *coenunciation* (coutering), i.e. how the *enunciator* (utterer) anticipates the reaction of the other to his own utterance: solicitation/attunement to other (high range), and egocentering and coenunciational disengagement (low range), while the level of intensity marks the progress of the colocation and the way *locutors* (speakers) manage their turn-taking and their right to speak. The duration, in turn, indicates the state of formulation of what we want to say.

*Discourse Words and intonation.* This *enunciational theory of intonation* (uttering act theory of intonation) sheds new light on the semantics of discourse markers, including that of prosodic detachment. The prosodic realization of the discourse word *vraiment* reveals two types of detachment: 1. *vraiment* detached by a strong accent of intensity (focus) 2. *vraiment* detached by a lengthening of the final syllable, often followed by a pause and by the marker of reformulation *enfin*. As long as a focus of intensity builds a strong position of the enunciator, an elongation and / or a pause moves the issue to “how to (get to) say R (referent, state of affairs).” We therefore support the idea that the prosodic realization of discourse words and their prosodic contexts, depend on specific semantics of a discourse word: the removal of the discourse words implies a change in the prosodic and enunciational organization of the utterance.

*The role of gaze and gestures.* Taking into account eye movements and hand gestures in conjunction with prosodic variations, lets develop this analysis further. These movements anticipate the information provided by the melodic variations about the coenunciational attitude of the speaker. The gaze leaves the addressee just before the beginning of the preamble; it comes back to him before the end of the rheme. The absence of the gaze coincides with the construction of a consensual basis meant to facilitate understanding, while the return of the gaze occurs at the moment of the expression of a differentiated position of the enunciator, which may cause a mismatch. Similarly, when the hands start moving, the form and the direction of their displacement provide important information about the formulating activity of the speaker. We find, among other things, the different values of the discourse marker *vraiment*.

### **Dirkvom Lehn, Christian Heath**

#### ***Enabling Seeing Together: Embodying perspective in looking at works of art***

[contribution to the panel *Salient space - linguistic representation and interactional organisation of place*, organized by Streeck Jürgen]

There has been a long-standing interest in the humanities and social sciences in the ways in which people respond to and perceive works of art. It is often argued that the design and layout of spaces embody and represent a particular meaning and determine the shape of the interaction order produced within it. This paper explores how museum spaces are constituted as socially organised and meaningful places in and through people's action and interaction. Drawing on video-recordings gathered in a range of museums and galleries in the UK and abroad, including the National Gallery and Tate Britain, we consider how people's encounter with and response to works of art arise in, and through, social interaction. In particular, we investigate how people use exhibits as resources to organise the trajectory of their actions and to constitute locales surrounding the pieces as standpoints where to look at them. Thus, we consider the micro-navigation that arises with and around works of art and the ways in which participants contingently accomplish trajectories of action and interaction that enable ways of seeing together. We, thereby, address the ways in which people embody perspective in looking at works of art and how their bodily orientation enables others to see what they are seeing, and in some cases to establish, as Schutz might suggest, an interchangeability of standpoints – a reciprocity of perspectives.

**Cecilia Wadensjö,**

*The work of Yes/No Questions in Interpreter-Mediated Trials*

[contribution to the panel *Exploring participants' orientation in interpreter-mediated interaction*, organized by Gavioli Laura]

In order to control the exchange and elicit precise answers, legal professionals typically formulate many questions as yes/no questions. This does not mean they always expect, and always get, a simple 'yes' or 'no' as an answer. Many studies of courtroom proceedings (Atkinson and Drew 1979; Adelswärd *et al.* 1987, among others) have shown that witnesses typically do not confine their answers to 'yes' or 'no', but normally expand them, when afforded the space to do so.

In a recent study, Galatolo and Drew (2006), demonstrate that defendants' ability to gain conversational space to expand a minimal answer heavily depends on the immediate sanction of the legal questioners. They show that yes/no questions may implicitly invite more than a simple 'yes' or 'no', but that at the same time the question gives the questioner room for ignoring or not ignoring information that goes beyond the minimal answer. Galatolo and Drew further demonstrate that when witnesses first produced a 'yes' or a 'no', their chance of getting what the authors call a *narrative expansion* sanctioned was much better than when they did not. In other words, being permitted to expand, they could provide answers that went far beyond the framework of the question, including questioning the (premises of the) question.

Narrative expansions demand conversational space that speakers normally need to actively secure, using verbal or prosodic means. In interpreter-mediated courtroom hearings, as described by e.g. Berk-Seligson (2002), the interpreter as a rule works consecutively, thus, in principle, takes every second turn at talk, providing renditions of utterances more or less as they are produced. This seems to imply that, in interpreter-mediated trials, both the elicitation and the production of answers are bound to function somewhat differently, compared to single-language trials. The inevitable period of suspension between question and answer, where the interpreter comes in, seems to bring some extraordinary conversational mechanism into play.

The present paper explores defendants' chances of expanding a minimal answer and questioners' chances of inviting, permitting or not permitting expansions. The analysis suggests that the ability of foreign-language speaking defendants to expand a narrative is relatively independent of the direct sanctions of the questioners. This, it is assumed, must be explained by a range of linguistic and pragmatic factors. The paper will focus on exploring some of these, more precisely the various means by which foreign-language defendants attempt to project further talk, the restricted immediate access of the legal questioners to these means, and the various ways in which interpreters relate to these means. Analysing the latter, the paper will try the explanatory potential of conceptualising the interpreters' activity in terms of *relaying by replaying* and *relaying by displaying* (Wadensjö 1998: 247).

The paper explores data from a corpus of 25 hours of tape-recorded and transcribed interpreter-mediated (Swedish-Russian) court trials, documented in Sweden.

Adelswärd, V., K. Aronsson, L. Jönsson and P. Linell (1987) 'The Unequal Distribution of Interactional Space: Dominance and Control in Courtroom Interaction', *Text* 7(4): 313-46.

Atkinson, M. J. and P. Drew (eds) (1979) *Order in Court*, London: McMillan.

Berk-Seligson, S. (2002) *The Bilingual Courtroom: Court Interpreters in the Judicial Process: with a new chapter*, Chicago: The University of Chicago Press.

Galatolo, R. and P. Drew (2006) 'Narrative Expansion as Defensive Practices in Courtroom Testimony', *Text & Talk* 26(6): 661-98.

Wadensjö, C. (1998) *Interpreting as Interaction*, London & New York: Longman.

**Traci Walker, Richard Ogden**

### ***Action Types and Linguistic Formats***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

This paper explores the interrelationship between the social actions an utterance performs and aspects of its syntactic and phonetic format. The actions under investigation are *requests* for an object or action (as opposed to requests for information) and *offers* of assistance, and the language of interaction is English. Our findings from this analysis allow us to consider how different types of social action are conveyed through elements of linguistic format, and give us an insight into a taxonomy of action types.

Interactants display their awareness of the sequential context of requests and offers, as shown by the relationship between the place of an action in sequence and the syntactic format used to perform the action. At this level of organization, grammar interacts with place-in-sequence to accomplish social actions (in this case, requesting and offering). The phonetic composition of the turns, however, handles a separate level of organization: that of the location of the action in the interaction. Thus, when actions emerge from an ongoing sequence, the phonetic format reflects this by matching features of prior talk; on the other hand, when an action is presented as a reason for the call, the phonetic format matches that of the more general phonetic format of 'reasons for the call'.

We argue, based on these findings, that a taxonomy of action types might be needed in order to discriminate in an explanatory way between actions and linguistic format. For example: not all 'questions' are employed simply to make an inquiry; indeed, the term 'question' conflates form and function into a single syntactic category. Why 'question', and not 'interrogative syntax'? And what then of 'question intonation'? At what level of granularity, or sophistication, should our analyses aim?

This paper shows that any turn at talk conveys multiple levels of social actions simultaneously, and the linguistic format provides resources for reflecting this complexity. The syntax may generally handle one level of social action, that which is more easily labelled with everyday terms such as *requests* and *offers*. The phonetics, on the other hand, handles a different and more generic level of social action, i.e., "continuing", "restarting", "reason-for-calling", "where we are in the ongoing sequence". These actions are no less consequential, and no less social, than the more familiarly labelled "offers and requests".

### **Richard Waltereit,**

#### ***Synchronic distinctions and diachronic pathways: Modal and discourse-particle uses of the French adverb là***

[contribution to the panel *Modal particles and discourse markers: two sides of a same coin?*, organized by Degand Liesbeth]

A major concern in research on pragmatic particles is the distinction of the relevant categories of markers. Based on Detges & Waltereit (2009), I will approach the problem from a diachronic angle. The synchronic distinctions between types of particles are claimed to be the outcome of their respective diachronic trajectories. The best way of testing this hypothesis is to study a form that has developed over time several distinct functions from the same base. I choose the French adverb *là* 'there' for this purpose. It has long been used as a plain spatial adverb:

(1) Que je te dise ceci, te savoir là, à portée de voix, me soulage. (H. Castel, *Retour d'exil d'une femme recherchée*, 2009)

'It's a relief to tell you this, to know that you are there, within earshot.'

*Là* also has discourse marker uses in combination with *alors*:

(2) Ecoute... alors là. Franchement. Qu'est-ce que je peux répondre? (Ch. Angot, *Rendez-vous*, 2006)

'Listen...well. Frankly. What can I say?'

Additionally, *là* can be used with a modal function where it is integrated in the clause:

(3) Qu'est-ce que tu fais là?

'What are you (precisely) doing?'

Based on diachronic corpus data from the FRANTEXT corpus, I argue that the current discourse-marker vs. modal functions reflect the conventionalisation of different patterns of use of the adverb, namely its use for *coordinating human interaction* vs. its use in *argumentational dialogue with respect to the validity of its host proposition*, respectively. This provides a principled basis for the distinction between discourse markers and modal particles.

Detges, U. & Waltereit, R. 2009. Diachronic pathways and pragmatic strategies: Different types of pragmatic particles from a diachronic point of view. In *Current Trends in Diachronic Semantics and Pragmatics*, M.-B. M. Hansen and J. Visconti (eds.), 43-61. Bingley: Emerald.

### **Chantelle Warner,**

#### ***Literary Style as Facework***

[contribution to the panel *The interface between pragmatics and literary stylistics*, organized by Chapman Siobhan]

Theories of politeness and face-work from pragmatics, anthropological linguistics and discourse analysis, although originally focused on face-to-face interaction, have also been applied to the representation of individual speech events within literary texts (e.g. Bousfield, Simpson); however, it has too often been neglected that the literary work is not only a composite of represented speech acts, but an utterance in its own right. The written narrative may not exhibit the same politeness markers as spoken discourse, but the problems of holding the floor, saving face and footing are no less relevant. As Roger Sell states, "In the act of writing there can be a monologic boldness and unmitigated finality that can be a heavy burden (220)." The need to negotiate face is particularly poignant in socially critical works, such as literary autobiographies related to certain group identities. These works are often read in some sense testimonially, as portraying not principally the isolated experiences of a single individual or even a literary figure, but a social phenomenon of collective, often negative experiences.

In this talk, I examine how authors negotiate the accusations and critiques of society inherent in their life stories through an analysis of the pragmatic strategies and effects of these works. My examples draw from my own research on contemporary, German-language autobiography, and I focus on three particular groups of texts – feminist confessions, minority literature, and contemporary pop-literature –, each of which exhibit their own sets of typical pragmatic stylistic features. Using Erving Goffman's concept of facework as a guiding conceptual framework, I examine these stylistic attributes in conjunction with a discourse analytic study of the popular and critical reception of the works.

Bousfield, Derek. 2007. "Never a truer word said in jest" A Pragmastic analysis of Impoliteness as Banter in Shakespeare's Henry IV, part I" in Lambrou, M, and Stockwell, P, *Contemporary Stylistics*, pp. 209-220. London: Continuum.

Goffman, Erving. 1955. "On Face-work: An Analysis of Ritual Elements of Social Interaction." *Psychiatry: Journal for the Study of Interpersonal Processes* 18(3): 213-231.

Sell, Roger D. 1991. The politeness of literary texts," in Sell, R. (ed.), *Literary Pragmatics*, pp. 208 – 224). London: Routledge.

Simpson, Paul. 1989. "Politeness phenomena in Ionesco's The Lesson," In Carter, R. & Simpson, P. (eds), *Language, Discourse and Literature*, pp. 171-193. London: Unwin Hyman.

**Daniel Wedgwood,**

***Pragmatics, pragmatism and procedures: The form of grammar and the demands of interpretation***

[contribution to the panel *Cognitive pragmatics and its interfaces in linguistics*, organized by Assimakopoulos Stavros]

Modern pragmatic theory has repeatedly stressed the involvement of pragmatic inference in the process of deriving propositional meanings from the forms of linguistic utterances. Relevance Theory in particular has emphasised the pervasiveness of such pragmatic enrichment of linguistically encoded meaning. This is in line with this framework's strictly cognitive perspective, which encourages a view of interpretation as a process, and one that is embedded in general principles of information processing and communication.

Such observations are typically taken to pertain to the semantics-pragmatics interface, but they also have serious implications for the relationship between linguistic form and meaning, and so for the nature of grammar. A grammar is (among other things) an encapsulation of direct form-meaning relationships. If there is widespread pragmatic enrichment of linguistically encoded meaning, then understanding pragmatic processes becomes a prerequisite to grammatical analysis: only by factoring out pragmatic effects can we see what the grammar must account for. Conversely, a cognitive approach to pragmatics requires a model of grammar that can provide direct input to inference in context (we need to know what pragmatics has to work with).

These issues are rarely addressed directly. It has generally been assumed that conventional characterisations of semantics and (in particular) syntax provide suitable input to pragmatic theory, or at least that grammatical and pragmatic analysis can be pursued in parallel. But deeper reflection suggests far more radical conclusions. Most conventional characterisations of grammar are, in principle, incapable of interfacing with the contextualised inferential processes envisioned in cognitive pragmatic theory. Such grammars inhabit a quite different level of abstraction, which encapsulates them from external factors like pragmatic inference.

This creates a theoretical challenge. On the one hand, it seems necessary for grammatical analysis to accommodate the insights of cognitive pragmatics; on the other hand, this requires a reconceptualisation of the very nature of grammar – one that changes the degree of abstraction in grammar without losing all scientifically useful idealisation or formal explicitness. Popular but often confused notions of 'competence' and 'performance' can make this seem an impossible task; once these are set aside, a coherent way forward is indicated by an existing idea in Relevance Theory: *procedural meaning*.

The possibility of encoded procedural meaning follows from the relevance-theoretic observation that linguistic forms merely feed a wider process of inferential interpretation. Though discussions of procedural meaning in the literature are typically restricted to individual lexical phenomena, it embodies a crucial shift of perspective, from 'meaning-in-language' to 'meaning-through-language'. This opens up the possibility of viewing grammar itself in procedural terms: from this perspective, a language is a tool for constructing meaning in context, not blindly

generating form-meaning pairs. Following through this logic, the very nature of cognitive pragmatics becomes an argument for the adoption of a parsing-based model of grammar such as Dynamic Syntax. However, recent work within this particular framework has tended to move away from a relevance-theoretic perspective. Once again, the key to reconciliation of these viewpoints may lie in deeper consideration of the relative abstractness of different theoretical claims about linguistic interpretation.

In this talk, I present this argument using linguistic illustrations from the realm of information structure.

**Matylda Weidner, Tanya Romaniuk**

***Much ado about "nothing": Notes on the recognition of silence as possible first action***

[contribution to the panel *First Actions: Design, Ascription and Recognition*, organized by Weidner Matylda]

The preliminary observations put forward in this paper aim to broaden our understanding of silence in talk-in-interaction. It will contribute to the panel, 'First Actions: Design, Ascription and Recognition', specifically by exploring how silence intersects with relevant features of the local interactional context to render it recognizable to recipients as contributing to a particular action. Schegloff (1995:198) asserts: 'silences get their interactional import from their sequential context (their position).' Also, as he points out, not all silences are created – or understood as – equal. Previous Conversation Analytic research that has taken silence into consideration has described its import as responsive to some prior action; that is, when a speaker produces some first pair part, a recipient's silence can be heard and treated as noticeably absent, and therefore as an accountable action (e.g., Heritage 1984; Jefferson 1989; Sacks 1995; Wooffitt & Holt 2010). Our analysis of data from telephone conversations recorded in the U.S. and U.K. considers silence as a locally occasioned site of negotiation. That is, sometimes silence appears to be the space in which participants are attempting to deal with the relevant contingencies of what's been said – or unsaid – in prior talk, while orienting to the question not only "why that now?" but also "what next?" In unpacking this idea, we aim to show how silence is understood in relation to the sequential context in which it occurs, as well as in relation to the organization of turn-taking and turn-design features of the jointly constructed courses of action of which it is a part.

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Schegloff, E. A. (1995). Discourse as an interactional achievement III: The omnirelevance of action. *Research on Language and Social Interaction*, 28(3), 185-211.

Wooffitt, R., & Holt, N. (2010). Silence and its organization in the pragmatics of introspection. *Discourse Studies*, 12(3), 379-406.

**Bill Wells,**

***Intonation and social actions: Child's play?***

[contribution to the panel *Constructing social action in conversation*, organized by Drew Paul]

With reference to the linguistic design of social actions, one notion that has been around is that part what brings an utterance off as one kind of social action rather than another is its pitch contour. This is a common assumption among linguists and psycholinguists: the melody of an intonational phrase "is, through its nuclear tone, an important instrument for expressing the utterance's illocutionary force." (Levelt 1989: 398). Within this tradition it is common to illustrate the point by reference to 'hypothetical' fragments of interaction to which intonation contours are assigned, and to which 'nuances' of meaning are attributed by the analyst (e.g. Ladd 2007: 125). The implication is that the intonation contour is the product of a combination of (a) the unmarked intonation contour for a particular syntactic type e.g declarative, polar interrogative, wh interrogative – (even though empirical studies of spoken corpora argue against the notion of unmarked relationships e.g. Geluykens 1988); (b) the 'speech act' that is being performed, i.e the illocutionary force of the utterance; and (c) any additional affective / emotional (i.e. 'paralinguistic') component. However, the detailed exploration of how this might actually work has been postponed to a later phase of the overarching research programme.

One reason why this theoretical position is unsatisfactory is that it offers no indication or hypothesis as to how children acquiring their first language learn to use intonation contours in the ways that adults do. From detailed analysis of c. 4 hours of video recordings involving a boy, Robin, C.A 1;07 – 1;09, playing with his mother, I will show that the emergent systematicity in the child's use of different pitch contours is explicable not in terms of association of pitch contours with social actions or grammatical forms, but rather through the relationship of the child's pitch contour to the pitch contour of his mother's prior turn. In conjunction with lexical selection and gaze behaviour, the child's decision to repeat the tonal pattern of the mother serves to align his turn with the mother's current talk, whereas a contrasting pattern initiates a new direction for the talk. Such new directions can

include the initiation of repair, for example, or of a social action such as a request. This account can encompass previous relevant findings that for example there is no ‘development’ of the relationships between speech act and intonation contour in young children (Flax et al 1992) and that conversely the most thorough and interactionally-based account to date of young children’s requests barely needs to refer to intonation (Wootton 1997).

This notion that the child’s choice of intonation pattern is contextually dependent, not the product of a stored intonation lexicon, and that the co-participant’s interpretation is similarly contextually derived, relates to earlier CA work on adult talk that has focussed on prosody as a contextualisation cue (e.g. Selting 1988) and on prosodic repetition (Couper-Kuhlen 1996; Szczepek-Reed 2006; Walker 2004). Some of the technical challenges for this type of mutually dependent phonetic and interactional analysis will be discussed.

**Peter White,**

***English-language hard-news style as a strategic stance: Understanding the rhetorical potential of the "objective" news report***

[contribution to the panel *The nature and entextualization of journalistic stance: cross-linguistic and cross-media insights*, organized by Van Hout Tom]

It is common for journalistic institutions to claim what amounts to a special epistemological status for their texts – specifically that at least some types of news report provide “factual” and “objective” accounts of news events. Scholars working within what is known as the appraisal framework (see for example Iedema et al. 1994 and Martin & White 2005) have established that there is a stylistic basis to such claims of “objectivity”, as least to the extent that a certain sub set of English-language news reporting texts can be shown to employ a regime of strategic impersonalisation. This regime reflects text compositional conventions which curtail the ways in which English-language “hard news” reporters deploy evaluative meanings. For example, under this regime reporters do not themselves pass explicit judgement on human behaviour or indicate emotional responses but instead, attribute any such attitudes to quoted sources. As has been argued (see for example White & Thomson 2008), this results in a style by which the journalistic author’s subjective presence is back-grounded or obscured.

This paper will outline how it is that these strategically impersonalised texts can, nevertheless, operate to position readers attitudinally and ideologically, even while employing this apparently “objective” stance. It will focus firstly on how English-language “hard news” reports of this type employ the resources of implied or invoked attitude to position readers to take a positive or negative view of human participants in news events and to naturalize particular value positions. It will focus secondly on the linguistic resources by which the writers of this type of news report can covertly position readers to regard some quoted sources as credible and others as less than credible, thereby disposing readers to accept or reject the observations and viewpoints of these various sources.

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**Richard Whitt,**

***Evidentiality, Perception Verbs, and the Construction of Intersubjective Meaning: The Role of we / wir in English and German***

[contribution to the panel *Constructing collectivity: ‘we’ in interaction*, organized by Pavlidou Theodossia-Soula]

The verbs of perception—those verbs denoting sight, sound, touch, smell, and taste—are prime carriers of evidential meaning in English and German, allowing speakers/writers to indicate not only perceptual sources of knowledge, but also more internalized sources such as knowledge, understanding, and inference. They can express both subjective and intersubjective meaning in the evidential domain, the perceptual evidence lying solely with the speaker/writer in the former and with a larger speech community in the latter, e.g. *I see Jane swimming in the lake* vs. *We see Jane swimming in the lake*. The first-person plural pronoun serves the key function of distinguishing intersubjective meaning from subjective meaning among evidential perception verbs.

This paper presents the results of a corpus-based investigation of the role of the first-person plural pronoun in the construction of intersubjective meaning among evidential perception verbs in written and spoken English and German (mainly written). It will be shown how English and German perception verbs express evidential meaning in a number of different complementation patterns, how the type evidential meaning is often linked to these patterns, and how a variety of intersubjective uses of perception verbs arise (i.e. does the speaker/writer simply indicate s/he shares the evidence with a larger speech community, or does s/he attempt to bring specific

evidence to his/her audience's attention and guide their interpretations thereof?), thanks to the use of the first-person plural pronoun.

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Whitt, Richard J. Forthcoming. (Inter)Subjectivity and evidential perception verbs in English and German. *Journal of Pragmatics*.

**Camilla Wide,**

***Subject ellipsis in modern Swedish***

[contribution to the panel *Beyond Pro-Drop: The Pragmatics of Subject Ellipsis and Expression from a Cross-Linguistic Perspective*, organized by Englebretson Robert]

In modern Swedish verb forms do not express agreement in number or person (cf. *Jag spring-er* 'I run', *du spring-er* 'you run', *hon spring-er* 'she runs', *vi spring-er* 'we run', *ni spring-er* 'you run', *de spring-er* 'they run'). Subject expression is the norm. As in English, however, declarative main clauses without subjects do nonetheless occur in some contexts. This is noted by the Swedish Academy Grammar (1999), which states that (pronominal) subjects in initial position may be omitted in declarative main clauses if the subjects are redundant in the situation, e.g. *Sitter här i solen och skriver ett kort till dig* 'Sit here in the sun and write a card to you'. In written language declarative clauses of this type can typically be found in diaries, letters and messages of different kinds, such as blogs, e-mail, and text messages, e.g. *Imorgon har jag utvecklingssamtal, typiskt. Skulle behöva vara hemma några dagar för att bara ta det lugnt*. 'Tomorrow I have a development discussion, typical. Would need to be home a couple of days in order to take it easy' (Linell, handout, 2010). As noted by the Academy Grammar, declarative main clauses without subjects also occur in advertisements, signs, headlines and the like, e.g. *Köper och säljer begagnade bilar* 'Buy and sell used cars'.

The Swedish Academy Grammar provides several examples of declarative main clauses without subjects collected from spoken language, e.g. *Tänkte inte på det* 'Thought not about that', *Måste vara i juli, va* 'Must be in July, right'. Verb-first declaratives in spoken Swedish have also been investigated in detail from a syntactic, information-structural and prosodic point-of-view by Mörnsjö (2002). However, the function of declarative main clauses without subjects in spoken (as well as written) interaction remains fairly uninvestigated. Lindström (2006) makes a remark on TCU:s consisting of clauses like these in his analysis of the example *A: va dyr potatisen ska bli å såna där saker. – B: a: – C: mm, kommer ju å gå upp* 'A: how expensive potatoes will be and things like that – B: yes – C: mm, will go up [i.e. the price]'. According to Lindström, TCU:s of this type are parasitic and responsive to the current sequence or discourse and seem to have the function of a collateral remark not very different from a continuer.

In my paper I will focus on analyzing the function of declarative main clauses without subjects in interaction in more detail: How often and in what contexts do declarative main clauses without subjects occur in different types of conversations? What is the function of the declarative main clauses without subjects? Is subject ellipsis optional or obligatory in the contexts in question? Since declarative main clauses without subjects do not only occur in the spoken language, I will, however, also discuss some examples from written language, in particular occurrences found in different types of computer-mediated communication.

**Sally Wiggins,**

***Speaking the unspeakable: Assessments of disgust in family mealtimes***

[contribution to the panel *Experiencing food through verbal and nonverbal behavior across languages*, organized by Szatrowski Polly]

As with other evaluative expressions, assessments of food, taste and flavour (e.g. 'I love cheese'; 'this ice-cream is delicious') and expressions of bodily sensations (e.g. gustatory 'mmms') are analysable in terms of their recipient design. That is, we might treat them as situated, embodied practices as well as putative individual (or 'internal') experiences. This paper applies this theoretical stance to the concept of disgust, utilising a discursive psychological approach. The data are taken from video and audio recordings of family mealtimes in England and Scotland, with English as the native language. The analysis focuses on those situations where a speaker utters 'yuck' or 'eugh' or expresses distaste in some way. The study contributes to the rich theoretical debates in this area by examining the social and interactional contexts within which disgust responses are produced. The work builds on discursive psychology and conversation analytic work on embodied practices (e.g. Goodwin, 2000; Heath, 2002; Wiggins, 2002, 2004). In particular, it discusses the role of disgust responses in blurring the boundary between the subject and object: the consumer and the food. Analysing the sequential positioning of these responses, their prosody and the recipient response, we can begin to understand their role in *enacting* the eating body. Embodiment, therefore, might be seen as being produced in these brief utterances; it is in these moments that we become consumers and sensory beings. The analysis will also consider the role of disgust responses in managing food as an object. Food and taste are socially managed objects; speakers must claim their rights to 'know' the (correct) taste of food. As with other types of food assessment, disgust responses particularly tread on moral ground, as to reject a food is to reject, in part, the cultural or social practices involved in the production of the food. The paper will therefore address both taste as subject (the eating body) and object (the object to be eaten).

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Heath, C. (2002). Demonstrative suffering: The gestural (re)embodiment of symptoms. *Journal of Communication*, Vol. 52 (3): 597-616.

Wiggins, S. (2002). Talking with your mouth full: Gustatory 'mmm's and the embodiment of pleasure. *Research on Language and Social Interaction*. Vol. 35 (3): 311-336.

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**Ray Wilkinson,**

***The role of laughter in relation to dispreferred activities: Laughter and other-repair in conversation***

[contribution to the panel *Laughter in Interaction*, organized by Holt Elizabeth]

In this paper two, linked, practices involving the use of laughter in other-repair sequences in conversation will be described. It has been demonstrated that in conversation there is a preference for speakers to self-repair their errors or other trouble sources in talk (Schegloff, Jefferson and Sacks, 1977). Other-repair - i.e. where a trouble is repaired by someone other than the person who produced it - is a dispreferred activity, and one feature of its dispreferred status is the fact that it is regularly produced in a modulated form such as 'you mean X' or with uncertainty markers such as 'I think' (Schegloff et al., 1977).

The data in this paper comes from both mundane conversation and from conversations where one of the participants has aphasia, an acquired language disorder. One practice described in the paper is the use of laughter as part of the action of other-repair. A regular feature of this practice is that the laughter occurs within the particular word or phrase in the other-repair which is replacing or modifying the prior speaker's formulation. This use of laughter has similarities to that described by Potter and Hepburn (2010) where it was shown to be used by a speaker to signal a problem or insufficiency with an individual word which he or she is currently producing. Here, however, the laughter is used as part of the signalling of a problem with a *prior* speaker's formulation rather than marking some element of the current speaker's talk as problematic. The second practice involves the use of laughter by the repaired speaker in accepting the other-repair. Thus, in the turn following the other-repair speakers regularly use laughter either on its own or in combination with some form of verbal acceptance (such as 'that's right') in order to signal acceptance.

Correcting another person can be a delicate activity, both for the person carrying out the activity and for the person being corrected. Building on this analysis, the relationship between laughter and repair more generally will be discussed.

**Sue Wilkinson, Celia Kitzinger**

***Performing surprise through other-initiated repair***

[contribution to the panel *Emotion displays as social action*, organized by Koole Tom]

Building on previous conversation-analytic work showing that – and how - surprise is achieved interactionally (Wilkinson and Kitzinger, 2006), this paper examines how interactants can use the varieties of other-initiated

repair in their performances of surprise. Other-initiated repair delays the production of a sequentially-fitted response by claiming some problem of hearing or understanding which needs to be dealt with before a response can be produced. It singles out some or all of the prior talk for special attention, as ostensibly problematic for the recipient in some way. Others have shown how this feature of other-initiated repair can be exploited as a resource for adumbrating or displaying dispreferred responses such as disagreements, rejections or declinations (Schegloff, 2007: 101). In this paper we show how it can also be exploited as a resource for performing surprise. We show how the turn-types that are typically used to initiate repair on prior talk – such as open class repair initiators, repeats, partial repeats, various types of interrogatives, and candidate understandings – can also be used to adumbrate or to do surprise. These performances of surprise often take the form of a display of ritualized disbelief (Heritage, 1984: 339), not so much ‘asking questions’ as conveying a stance: that something is so surprising it must have been misheard or misunderstood. They not only delay the production of a surprise response but constitute a kind of surprise response in their own right. This analysis both develops our understanding of the interactional nature of surprise, and extends our knowledge of the range of actions that can be performed through the vehicle of other-initiated repair.

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Schegloff, E.A. (2007) *Sequence Organization in Interaction*. Cambridge: Cambridge University Press

Wilkinson, S. and Kitzinger, C. (2006) Surprise as an interactional achievement. *Social Psychology Quarterly*, 69(2): 150-182.

**Graham Williams,**

***"Ruling" and "Chunking": Punctuation and Pragmatic Markers as Text-Organizing Forms in Early English Letters***

[contribution to the panel *Discourse organization in oral traditions and in literatures of the past: the interface between linguistic and para-/extra-linguistic features.*, organized by Bonifazi Anna]

Despite the many advances made by historical pragmatics in recent years, little has been done to address the pragmatics of the *written* text. The need for what might be termed a *historical textual pragmatics* is particularly significant for the study of ‘everyday’ prose written before the development of the modern sentence or the standardization of punctuation. As a means of contributing to this gap in research, the panel paper proposed here will consider how a group of sixteenth-century English familiar letters" prose was organized into meaningful units of information – describing a variety of pre-standard uses for ‘paralinguistic’ features such as punctuation, as well as the organizational and elocutionary functions of (what will be referred to as) ‘pragmatic markers’.

Manuscript punctuation in the history of English has for the most part been left to palaeographers and is often discounted in linguistic study; however, this paper will describe the ways in which the use of punctuation in the letters of two sixteenth-century women, Joan and Maria Thynne, was meaningful, flexible and multi-functional. In addition to punctuation, other pragmatic markers – namely discourse markers (e.g. *well*), conjunctions (e.g. *therefore*), phrases (e.g. *for my part*) and present participle forms of speech act verbs (e.g. *desiring*) – are highlighted as significant ways for either woman to structure her letters into meaningful ‘chunks’ and add communicative, elocutionary force to their prose. In Joan’s letters, these markers are particularly helpful in cases where punctuation marks are absent. In Maria’s, they oftentimes coincide with punctuation, suggesting a relationship in the development of punctuation with other features of the text which were perhaps derived from experience in spoken language.

The paper will also describe observable differences in punctuation and other pragmatic markers between holograph and scribal texts. Change in the period is suggested by the fact that Maria (the younger of the two) punctuates her texts in a more ‘modern’ way which is closer to that of Joan’s professionally-trained scribes (as well as punctuation found in Elizabethan legal documents).

Thus, this paper will demonstrate a method for, and show the value of clearly and systematically describing and analyzing pragmatic markers, including paralinguistic punctuation, in pre-standard English epistolary texts.

**Deirdre Wilson,**

***Irony comprehension and epistemic vigilance: A developmental perspective***

[contribution to the panel *Pragmatic Development in L1 and L2/L3 – Its Biological and Cultural Foundations*, organized by Ifantidou Elly]

Studies of pragmatic development suggest that children’s ability to understand verbal irony (e.g. ‘It’s a lovely day’, said in a downpour) develops quite late (at around the age of 6 or 7), and correlates with two further developments: the ability to pass standard second-order false-belief tests (Winner 1988; Happé 1993), and the ability to cope with lies and deliberate deception (Winner & Leekam 1991; Sullivan, Winner & Hopfield 1995; Winner et al. 1998). How are these correlations to be explained?

Success in standard false-belief tasks is often seen as evidence of the child's developing 'theory of mind'. On this analysis, the fact that irony comprehension develops later than metaphor comprehension suggests that it requires a higher order of mindreading ability than metaphor, and favours accounts of irony (e.g. the 'echoic' accounts of Sperber & Wilson 1995, Kreuz & Glucksberg 1989) which explain why this is so (Keenan & Quigley 1999; Pexman & Glenwright 2007). More recently, success in standard false-belief tasks has been linked to the child's developing capacity for 'epistemic vigilance' – the capacity to defend oneself against being accidentally or intentionally misinformed by communicators – which includes the ability to cope with lies and deliberate deception (Mascaro & Sperber 2009; Sperber et al. 2010). The aim of this presentation is to consider the implications of the 'epistemic vigilance' approach for theoretical accounts of irony and for the development of irony comprehension.

Creusere, M. 2000. A developmental test of theoretical perspectives on the understanding of verbal irony: Children's recognition of allusion and pragmatic insincerity. *Metaphor & Symbol* 15: 29-45.

Happé, F. 1993. Communicative competence and theory of mind in autism: A test of relevance theory. *Cognition* 48: 101-19.

Keenan, T. & Quigley, K. 1999. Do young children use echoic information in their comprehension of sarcastic speech? A test of echoic mention theory. *British Journal of Developmental Psychology* 17: 83-96.

Kreuz, R. & Glucksberg, S. 1989. How to be sarcastic: The echoic reminder theory of verbal irony. *Journal of Experimental Psychology: General* 118: 374-386.

Mascaro, O. & Sperber, D. 2009. The moral, epistemic and mindreading components of children's vigilance towards deception. *Cognition* 112: 367-380.

Pexman, P. & Glenwright, M. 2007. How do typically developing children grasp the meaning of verbal irony? *Journal of Neurolinguistics* 20: 178-196.

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Sullivan, K., Winner, E. & Hopfield, N. 1995. How children tell a lie from a joke: The role of second-order mental state attributions. *British Journal of Developmental Psychology* 13: 191-204.

Winner, E. 1988. *The Point of Words: Children's Understanding of Metaphor and Irony*. Cambridge, MA: Harvard University Press.

### **Iwona Witczak-Plisiecka,**

#### ***Aspect and performativity in Slavic languages (and beyond) - Witczak-Plisiecka Iwona***

[contribution to the panel *Aspect and performativity in Slavic languages (and beyond)*, organized by Witczak-Plisiecka Iwona]

This paper comments on selected issues relevant for a discussion of the regularities between performativity and grammar, and especially the relation between a (potential) performative reading and grammatical form in the Polish language. The discussion focuses on aspect and tense and relates the Polish language data to findings based on other languages, especially English.

Despite rich literature devoted to the notion of performativity and speech acts, there is no general agreement as to the role of grammar in performative (or non-performative) interpretation of linguistic forms. Furthermore, there are different research traditions in the Anglo-Saxon and in the Slavic linguistics (e.g. Koschmieder (1934) in Polish) and in fact contradictory research results. Slavs typically use the present tense of an imperfective and not a perfective verb in explicit performatives, however, e.g. Dickey (2000: 177-178) observes that the North Slavic languages all allow coincidence of simultaneous actions with performative verbs and certain *verba dicendi* (taking the perfective aspect [sic!]) to some degree, "while the South Slavic languages, with the exception of Slovene, almost never do. Within the North Slavic languages, West Slavic exhibits a much higher degree of coincidence with performative verbs [...] than East Slavic does."

The main aim of this talk is to present relevant data for the Polish performatives, which should further allow for a better discussion of performativity in general.

### **Ruth Wodak,**

#### ***Comparing meetings in political and business contexts: Different genres – similar strategies?***

[contribution to the panel *The Pragmatics of (New) Genres in Political Communication*, organized by Wodak Ruth]

This paper will compare various instances of brainstorming (away day) meetings with everyday routine meetings in political institutions (such as the European Parliament and the European Commission) and business organizations, with the aim of, first describing *similarities and differences in the genre* (and subgenres) of meetings across organizations and social fields; and of secondly investigating the impact of *organizational knowledge* of the genre on presuppositions and context models of the participants related to the interaction and intended outcome of the meetings.

Meetings in institutional spaces are increasingly seen as sites where organizing and strategic change takes place (Kwon et al. 2009; Wodak et al. forthcominga). A number of studies have looked at how talk is organized in workplace settings and how it is regulated and enabled through a range of linguistic, pragmatic and rhetorical devices (Bargiela-Chiappini & Harris 1997, Bargiela-Chiappini et al. 2007, Holmes & Stubbe 2003, Krzyżanowski & Oberhuber 2007, Sarangi & Roberts 1999, Wodak 2000). Kwon et al. (2010) have compared away days with routine meetings in business organizations while Wodak et al. (forthcomingb) have analyzed interactions in multilingual contexts, such as the European Parliament and the European Commission.

However, to date, the impact of specific rules and conventions underlying the *genre* of meetings across institutions, organizations, and social fields, as well as the influence of hierarchies, gender, politeness, contextual constraints, the meeting agenda, and so forth, on the choice of *specific discursive strategies* in spontaneous interaction have not been investigated in systematic ways. Moreover, analyses of ‘problems’ in interaction (such as conflict or miscommunication or even the inability to reach decisions) have not taken the specific characteristics of the genre and related context models as well as the expectations and presuppositions of the participants sufficiently into account.

While drawing on transcribed data of 36 meetings in the European Parliament and European Commission, on the one hand, and of 6 meetings (2 away days, 4 regular) in one large business organization, I will illustrate the salience of the *genre characteristics* on the interaction and their intended, expected, and actual outcome. I claim that *organizational knowledge* (Wodak 2009) of the genre is part and parcel of successful interaction strategies; and that much miscommunication and problems could be avoided if manifest and latent *genre conventions* would be sufficiently acknowledged.

Bargiela-Chiappini, F. & Harris, S. J. (1997). *Managing language: The discourse of corporate meetings*. Amsterdam: Benjamins.

Bargiela-Chiappini, F., Nickerson, C. & Planken, B. (2007). *Business discourse*. Basingstoke: Palgrave.

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Krzyżanowski, M. & Oberhuber, F. (2007). *(Un)Doing Europe. Discourses and Practices of Negotiating the EU Constitution*. Brussels: Peter Lang.

Kwon, W., Clarke, I. & Wodak, R. (2009). Organizational decision-making, discourse, and power: integrating across contexts and scales. *Discourse & communication* 3/3:273-302.

Sarangi, S. & Roberts, C. (1999). *Talk, work and the institutional order: Discourse in medical, medication and management settings*. Berlin: Mouton de Gruyter.

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Wodak, R., Clarke, I. & Kwon, W. (forthcoming, a). ‘“Getting People on Board”: The influence of leader discursive strategies on consensus building around strategic issues’ *Discourse & Society*.

Wodak, R., Krzyżanowski, M. & Forchtner, B. (forthcoming, b). ‘The interplay of language ideologies and contextual cues in multilingual interactions: Language choice and code-switching in European Union organizations’ *Language in Society*.

## **Stanton Wortham, Katherine Mortimer, & Elaine Allard**

### ***Citizens and Aliens as “Homies”***

[contribution to the panel *Making Citizens: Discursive Practices at the Boundary of Nationhood*, organized by Pagliai Valentina]

“Homies” are a series of several hundred 1¼ inch figurines created by California artist David Gonzalez, with the images also available on clothing, in comics, in videogames, on stickers and on the internet (www.homies.tv). Gonzalez claims that his creations represent the whole range of people one finds in the typical American “barrio,” both citizens and non-citizens. As the images circulate, however, audiences interpret them in various ways. Some mainstream Americans decry their glorification of gangsters, for instance, while others laud the sympathetic portrayal of less commonly represented social types. Homies serve as partly ambiguous signs of identity, which their target audience (Latino youth) and others (many Anglo Americans) use as focal points in projects of social identification.

This paper traces the movement of Homies images in one suburban American town, a town with no previous history of Mexican settlement that has received thousands of Mexican immigrants over the past 15 years. In this location, Homies images are taken up in various identity projects as long term residents use them to make sense of the rapidly growing immigrant community and as Mexican youth use them as part of their own self-identifications. The role that Homies play in social identification cannot be understood by examining discrete events of media “reception,” however. Analysts must also take into account ongoing local struggles over identity through which the mass mediated images come to have meaning and in which these images sometimes play central roles. The recontextualization of these mass mediated images among different groups in town sometimes results in the homogenization of identities, with Homies images used to construe many Mexican

youth in ways that are familiar from nationally circulating stereotypes, while at other times the images are used to identify Mexican youth in less familiar ways. Many of these social identities centrally involve the categories of “citizen” and “alien,” as both immigrants and hosts struggle to position themselves with respect to the complex politics of Latino citizenship in the U.S.

We analyze how Homies are taken up as signs of identity, drawing on an ongoing six-year ethnographic study of this town. A research team of three faculty, eight doctoral and two undergraduate students has spent hundreds of hours in participant observation and interviews with local residents in schools, social service agencies, churches, coffee shops, restaurants, libraries, government agencies and on the streets. We have conducted dozens of recorded interviews with community members, teachers, administrators, other school staff and students, and oral history interviews with members of different ethnic groups. We have also videotaped classroom sessions. In addition, we have collected documents including worksheets from classes, administrative documents, newspaper articles, essays written by students, copies of the ESL community newsletter and minutes of city council meetings. For this paper, we focus on fieldnotes and recorded data where immigrants and long-term residents discuss Homies as potential signs of identity.

**Chie Yamane-Yoshinaga, Yasuyuki Ohta, & Koji Abe**

***Femininity shown in the discourse of aged female dementia patients***

[contribution to the panel *Femininity and masculinity in Japan: Pragmatic analyses of their representations in discourse*, organized by Takagi Sachiko]

A country with long life-spans, Japan faces the serious problem of an increase in dementia patients. In order to prevent this increase, researchers are trying various kinds of approaches such as the development of new medicines, the analysis of brains by electroencephalography, and the analysis of language and communication. Honda et al.(2001), Kunishige & Maeda(2006) and Yamane(2008) adopt the approaches from discourse analysis and language markers. Honda et al. conclude that there are significances regarding understanding, inference and explanation procedure in the description of scenic art as between Alzheimer’s patients and normal old persons. Kunishige & Maeda conclude that there is a clear correlation between age and the frequency of senility elements such as fillers and unnecessary pauses. Yamane concludes that conversational construction differs, depending on the seriousness of the Alzheimer’s condition. However, research concerning discourse analysis of aged dementia patients is sparse.

This pilot study analyzed the interview discourse of six female dementia patients in twelve interviews (A, B, 2008~2010; C, D, 2009~2010 once a year; E, 2008; F, 2009: 70’s~80’s) and examined the “femininity” of those discourses. The contents of the questions were self-instruction, families, hobbies, the present situation, the impressive memories, politics and societies. The interview time was about twenty minutes each.

The results showed five points as follows:

1. Their discourse contained more about relationships within families, especially with the husband, than their own events.
2. We found the belittled talk such as “Only I am a trivial person in my family.” in their discourse.
3. They sought their husbands’ comments and they relied on their husbands when they wanted to talk about forgotten episodes.
4. We found the mingling respected talks such as “I am thankful for my husband.”, “My husband is kind.” with critical and unsatisfied talk such as “I married him because he wanted it.”, “If there were no other husbands in the world, he would be the best husband.” or “It’s good or bad that we are together whenever we go out.”
5. Five patients didn’t seem to be interested in society because there were few comments about politics, social affairs or neighbors. Only one patient commented about the political situation.

These females experienced an era of social domination by males in Japan. They had to obey their husbands. From this pilot study, we show that the interview discourse of female dementia patients reflects Japan’s male-dominated society in that era. We also describe how the center of their world is their husband and their family, therefore their memory’s pivot is surrounded by their familiar people. However there are some cases where patients complain about their husbands’ behavior. It shows that patients still retain expressions about resistance to their perseverance.

**Foong Ha Yap, Foong Ha Yap, & Jiao Wang**

***Pragmatic developments at the right periphery: Some insights from Chinese***

[contribution to the panel *The role of the left and right periphery in semantic change*, organized by Beeching Kate]

The Chinese language is known to have a wealth of right-periphery (RP) pragmatic markers, many of which are tightly integrated within the same intonation unit of the host phrase/clause (e.g. *ni bu lai suan le* ‘if you don’t come, **we’ll just forget it**’). English, in contrast, favors pragmatic markers at the left periphery (LP) (e.g. **looks like it’s going to rain**), and although RP markers are also attested, these tend to be parenthetical (e.g. English *it’s*

going to rain, *looks like*vs. Mandarin *yao xiayu de yangzi*). In this paper we examine *how* RP markers emerge, and *why* they are favored, in the Chinese language.

We focus on three strategies: (i) the reanalysis of post-predicate nominalizers as sentence final particles (e.g. Classical Chinese *zhe*: Yap & Wang in press); (ii) the reanalysis of ‘say’ verbs as sentence final mood markers (e.g. Taiwanese Min *kong*: Simpson & Wu 2002; Mandarin *shuo*: Wang, Katz & Chen 2003; Cantonese *waa*: Yeung 2006); and (iii) the ‘capture’ (or integration) of independent evaluative clauses to form sentence final particles for the preceding clause (e.g. Classical Chinese mitigative particle *er yi yi* and Modern Chinese adhortative particles *ba le*, *hao le*, *suan le*, etc.; see Yap, Wang & Lam 2010).

Structurally, the reanalysis of *post-predicate* nominalizers as RP markers is a natural development, as in Cantonese (*ngo naam*) *keoi m hoei gelit*. ‘(I think) he will not go **one** (=>**for sure**)’, since nominalizers appearing in clause-final position readily host the speaker’s utterance final prosody, and thus are easily reanalyzed as a speaker stance marker. The reanalysis of right-dislocated ‘say’-verbs as RP markers involves the integration of a *parenthetical* clause into a preceding clause, as in Mandarin *ta bu mingbai*(,) (**tamen**) *shuo* ‘he doesn’t understand, **they say** (=>**it seems**)’. This results in pragmatic enrichment (e.g. addition of an epistemic reading). Clausal integration of *independent* evaluative clauses involves a process of syntactic reduction, with subject-NP elision facilitating clausal integration, as in Mandarin *ni qu bang ta* ‘(if) you go help him’ **na jiu hao le > jiu hao le > hao le** ‘**that then would be good > that’d be good > that’s best**’.

Left-periphery (LP) pragmatic markers are also available in Chinese. However, LP markers often only serve a discourse-organizing function (e.g. *Hao le*, *ni qu bang ta* ‘**Okay**, you go help him’), whereas RP markers often have an added epistemic, evaluative or attitudinal value as well (e.g. *Ni qu bang ta hao le* ‘**It’s best** you go help him.’)

Our analysis reveals that, while both Chinese and English have recourse to right and left periphery markers, there often is some difference in degree, partly because the prevalence of null subjects in Chinese provides more room for parenthetical expressions that can be easily integrated into a preceding clause. There is also some difference in terms of kind, since the Chinese language, unlike English, makes heavy use of post-predicate (hence ‘right-edge’) nominalizers that often can be used as sentence final mood particles.

## Jon A. Yasin,

### *President Barack Obama’s Public Identity*

[contribution to the panel *The Obamas and an American Identity Dilemma*, organized by Coleman Charles]

“I have read about him, and he’s not – he’s an Arab”

“No ma’am, he’s a decent family man, a citizen”

(An exchange between a European American woman and John McCain at a presidential candidate’s debate between Senator John McCain and then Senator Barack Obama)

Far from marking the onset of post-racial national identities in the United States, the run for and subsequent election of Barack Obama as president of the United States has surfaced racialized identity dilemmas ranging from outright rejection, (“I don’t want a Black man to be president of my country”); to unfounded challenges to his citizenship (claims that he has not produced a valid birth certificate); to claims that he is a Muslim, and by extension supports terrorism against the USA (one televangelist said President Obama’s middle name is Mohammed). This presenter will look at some of the language used by President Obama in constructing a public presidential identity in the face of these challenges. Excerpts will be analyzed from President Obama’s speeches, such as his presidential primary speeches, his speech on race, his speech in Cairo to the Muslim world, and a talk in which he supported the building of an Islamic cultural center in New York City near the area where the WorldTradeCenter was destroyed.

## Eiko Yasui, Jurgen Streeck

### *Conjunctions as story-entry items: Parallels and differences between English, Japanese, and Ilokano*

[contribution to the panel *Temporality in Interaction*, organized by Deppermann Arnulf]

In this paper we investigate the emergence of conjunctions across languages, and examine how conjunctions get used—and how might they evolve—in the context of projecting next story components. Our data are taken from three genealogically unrelated and typologically quite different languages: English, Japanese, and Ilokano (a Philippine language): English is a near-isolating language with fixed SVO order, Japanese is a synthetic SOV language, Ilokano an “agglutinating” VSO language (although terms such as “V” and “S” are ill-defined for this language type). Our aim is to establish cross-linguistic parallels and differences in usage, grammatical classes, and projectional features of conjunctions.

In this study, we focus on the conjunctive phrases *and* and *and then* in English, *de* (‘and’) or *sorede* (‘and then’) in Japanese, and *ke’ket* (‘and’) or *idi kwan* (‘and then’) in Ilokano that occur during storytelling sequences. Our studies suggest that, despite considerable structural differences between the three languages, the behavior and

categorial clustering of these projective items is surprisingly similar, in contrast to the massive differences in within-clause structures. It appears that cross-linguistic interactional constraints—the incessant need to foreshadow interactionally demanding next units—lead to parallel routinization and grammaticalization paths. This could be taken as evidence that natural languages are less diverse in their interactionally motivated features than in their conceptual structures (cf. Levinson 2006).

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**Francisco Yus Ramos,**

***Interactions with readers through online specialised genres: Specificity or adaptability?***

[contribution to the panel *Interpersonality in written specialised genres*, organized by Gil-Salom Luz]

In this panel several papers have addressed the writer's interaction with the intended reader through specialised texts. It has been highlighted that success in written academic communication depends on the presence of elements related to author-reader interactions which supplement propositional information in the text, help readers reach the intended interpretation and, at the same time, shape the author's identity. But is this claim equally valid for electronic online genres, which are typically the result of a transference of traditional specialised texts to a new dynamic format? Indeed, this new kind of environment for reading demands an adaptation or re-shaping of the role of authors, texts, and readers:

(a) The screen often demands a re-structuring of texts to fit the margins of the screen and also a division of the text into chunks that are inter-related by hypertextual links;

(b) Texts exhibit a new type of non-linear structure, chunks of link-mediated texts abound, often with no specific reading sequence, which often blurs authorial intention, downplays the author's personal role, and places the eventual success of reading on the reader's side by making the reader directly responsible for the construction of the text, that is, instead of the traditional uni-directional reading path according to the author's expectations of eventual readers, the emphasis lies now on the readers' responsibility when choosing which link to click on, which contextual information on the Net to access, etc, often beyond the writer's expectations;

(c) In this sense, Internet favours a new type of reader that does not read in a linear way, but often engages in multi-tasking, is used to processing small chunks of text (SMS, Twitter messages, blog posts...) and gets cognitively tired when forced to reading long texts (as Carr, 2008, 2010 claims), and often browses the document without a predictable reading sequence. As pointed out above, the new electronic formats upgrade the readers' propositional responsibility and positioning as participants in the text due to the new forms of electronic interactions;

(d) There is also a new context of text processing (e.g. readers with multiple possibilities for contextual support from online resources), and a new type of text structuring that will necessarily have an impact on the interactional features of online specialised texts compared to their offline counterparts, and also on the way in which the author's identity and stance is shaped in these electronic scenarios compared to the traditional unidirectional form of textual communication.

This paper will address the qualities of the online electronic medium and their implications for the conceptualisation of electronic genres, the presence of authors in electronic texts, the readers' increasingly active role in choosing non-linear, link-mediated texts, and the interactional properties of these texts on the Internet.

Carr, N. (2008) "Is Google making us stupid?" *The Atlantic*, July-August.

Carr, N. (2010) *The Shallows. What the Internet is Doing to Our Brains*. Norton & Company.

**Igor Z. Zagar,**

***Performativity as Tense and Aspect***

[contribution to the panel *Aspect and performativity in Slavic languages (and beyond)*, organized by Witczak-Plisiecka Iwona]

Almost all verbs in Slovenian have two aspectually different forms, a perfective (PF) and an imperfective (IF) one. But in institutional settings or settings strongly marked with social hierarchy only the first one, i.e. the imperfective form is used by Slovenian speakers in performative sense.

Why is that? And what, in fact, have we said if we used the imperfective verb in "performative circumstances"? No doubt that we may be **in the process** of accomplishing such an act. But at the same time, we have also indicated that this act hasn't been accomplished (yet): as long as we are only promising (IF), we haven't promised anything, and if we aren't but promising (IF), we can't take anything as having been promised.

The question therefore arises: how to accomplish an act of promise (or any other performative act) in Slovenian? That dilemma may seem more than artificial at first sight, but it was very much alive among Slovenian linguists at the end of the XIX. century. And it was that very dilemma – how to use aspects in Slovenian – that gave rise to the **foundations of performativity** in Slovenian, **half a century before Austin**.

In the present paper the author tries to shed some light on this controversy that opposed different Slovenian scholars for about thirty years, and proposes delocutive hypothesis as a solution for the performative dilemma this controversy unveiled.

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### **Juan Rafael Zamorano-Mansilla, Marta Carretero**

#### ***A discourse-oriented contrastive analysis of three English evidential adverbs of certainty ending in -ly and their Spanish cognates in -mente***

[contribution to the panel *Evidentiality and modality: Discourse-pragmatic perspectives?*, organized by Marin-Arrese Juana I.]

Current contrastive research on adverbs of certainty in English and other European languages shows that each individual adverb displays idiosyncratic etymological, semantic and pragmatic features that make it unique in terms of meaning and use. Consequently, correspondences among these adverbs in different languages are intricate, and narrow one-to-one relationships are difficult to find even between pairs of cognate adverbs (Byloo et al. 2007; Carretero 2009, forthcoming; Downing 2006; Ramat and Ricca 1998; Simon-Vandenberg and Aijmer 2007).

In this line of research, this paper presents a corpus-based contrastive analysis of three English adverbs of certainty ending in *-ly* which have evidential meaning (*clearly*, *evidently* and *obviously*) and their Spanish cognates in *-mente* (*claramente*, *evidentemente* and *obviamente*). The analysis is based on naturally-occurring data obtained from the *British National Corpus, World Edition* (BNC) for English and from the Peninsular Spanish part of the *Corpus de referencia de español actual* (CREA) for Spanish. The point of departure is a semantic analysis of each adverb, in which the common element of certainty following from evidence is shown to combine with different traits, such as mirativity (agreement with expectations) or a non-modal meaning of manner. To this semantic characterization follows a quantitative analysis, which covers the six adverbs in terms of frequency in spoken and written language, syntactic factors (clausal or phrasal scope, position and number of parenthetical occurrences) and pragmatic factors, concretely their use for diverse discourse functions such as foregrounding or backgrounding information, expressing agreement with the addressee or a third person or expressing concession.

The results of this analysis will be described in terms of both individual factors and the most salient aspects of the relation between the syntactic and the discourse factors. At a general level, these results are in line with those of the references mentioned above: each adverb is shown to have an idiosyncratic behaviour, which accounts for distributional differences between the two languages and the absence of one-to-one equivalences between cognates. This lack of narrow correspondences will be corroborated by a small-scale contrastive study based on authentic English texts (20<sup>th</sup> or 21<sup>st</sup> century narratives) and their Spanish translations. On the other hand, the quantitative results also show that, in spite of the idiosyncrasy of each adverb, they all share a high degree of pragmatic flexibility, which allows them to either simply qualify the reliability of the information or else combine this qualification with emphasis on interpersonal factors, concretely the attitude towards the addressee or towards the message. Moreover, all the discourse functions that these adverbs perform have the common trait of enhancing assertiveness: these functions are, among others, emphasizing agreement with the addressee, reinforcing the strength of an illocutionary act, marking a contrast between the reliability of different pieces of information, highlighting the obviousness of backgrounded information or the importance of foregrounded information, or reinforcing an acknowledgment in the expression of concession.

### **Yantao Zeng,**

#### ***A social-pragmatic approach to the power of identity in Chinese communication***

[contribution to the panel *Identity as Resources in Chinese Discourse*, organized by Chen Xinren]

In China, there are occurrences of defrauding events by means of personation from time to time. Defrauders often disguise themselves as military or governmental higher officials, journalists, policemen, Hongkong or Taiwan's businessmen for the purpose of cheating money, real estate or swindling people into marriage, signing false contracts, etc., their cheatings often turn out to be very successful though the cheaters might be caught and sentenced to be in jail in the end. These cases of successful cheating mirror such a fact that a person's identities play an extraordinary role in Chinese social communication, and they have features unique to different historical periods. Factors influencing discourse situation and discourse communication are many, including context, culture, psychology, language or paralanguage, identities and roles, spatial arrangement, time of discourse, body language, etc., among which the role of identities is not exchangeable with that of all the other elements.

Identities, however, do not exist by themselves and function alone, instead, they are closely related with other factors. Based on specific cases, this paper explores how the co-occurrence of culture, psychology, language, paralanguage, spatial arrangement, etc. collaborate with and contribute to the building of identity, with a particular focus on how language, pragmatic methods or strategies are applied by personated defrauders to the designing of their identities so as to meet the purpose of successful swindle. On the basis of these, a comprehensive diachronic and synchronic observation and analysis will be formed of the power of identity in Chinese society as well as social communication.

**Fenghui Zhang,**

***Relevance in language production***

[contribution to the panel *Focus on the speaker*, organized by Kecskes Istvan]

The paper aims to explore the process in which the speaker initiates a communicative intention and expresses this intention in making an utterance. Although Gricean and neo-Gricean theories insist on the centrality of intention during the course of communication and argue for a cooperative tenet that constrains verbal behaviors of interlocutors and ensures effectiveness of communication, most attention in pragmatics research has been paid to comprehension rather than production. This paper argues that relevance plays as important a role in language production as in comprehension, and makes an attempt to demonstrate how relevance to intentions can be interpreted as a measure of how well the speaker cooperates in a conversation and expresses her intentions at the primary (functional) and secondary (constructional) level. As the socio-cognitive approach argues, “communication is the result of the interplay of intention and attention motivated by the socio-cultural background” (Kecskes & Zhang 2009: 338), and cooperation is “a consistent effort of interlocutors to build up relevance to intentions in their communication” (ibid: 341). The role of relevance in language production is interpreted within the framework of SCA; the intention-relevance-cooperation relations are considered a dynamic trait, for which both attention (salience) and common ground join in to shape the ways the speaker produces her utterance, achieving different levels of relevance. The utterance is perceived as maximally relevant to the intention when the primary and secondary intentions match, intermediately relevant when they match only with joint effort of salience and common ground, and minimally relevant when they fail to match. Utterances of intermediate relevance may reveal themselves as most highly frequent for the reasons that there can be more than one intention involved in the utterance, ranked in different ways, and that there can be alternative ways to package the intention(s) with linguistic constructs.

# LECTURES & POSTERS

**Esmaeel Abdollahzadeh,**

***Rhetorical uncertainty in academic dissertations***(lecture)

This study aimed to discover how rhetorical uncertainty is used in the academic dissertations written in English by Iranian and British MA graduates of applied linguistics. The research questions were as follows:

1. How do Iranian and English graduate student writers in the field of applied linguistics hedge their propositions in the discussion section of their theses?

2. Is there any statistically significant difference between Iranian and English graduate student writers in the field of applied linguistics in their use of each of the subcategories of hedges in the discussion section of their theses?

83 theses by British and Iranian postgraduates were analysed for hedge marker categories and their individual types. The results showed that modal auxiliaries are the most frequently used in the corpus. Epistemic verbs of *can*, *would*, and *may* were the most frequently used ones for both groups of writers. However, Iranian writers used '*can*' significantly more than English postgraduates. English postgraduates on the other hand used '*would*' significantly more. Further, English writers also used more instances of copulas other than '*be*' and probability adverbials. The Iranian postgraduates in our study seemed to lack full access to a complete repertoire of hedges in comparison with their English counterparts. Interviews with British postgraduates showed that their expressions of uncertainty in academic writing was due to their concern about finding the right balance between their own interpretations and the real data. Almost all of the Iranian postgraduate interviewees believed that they used expressions of uncertainty in the discussion and conclusion section. Further, interviews showed that British postgraduates would qualify their statements and the conclusions drawn by mentioning the necessity of further work or potential research to corroborate a finding and note in their writing that they are aware of the pitfalls and weaknesses in their projects. All of them agreed that it was essential to demonstrate uncertainty when they were not sure if the argument was thoroughly true, and that they would use hedging to qualify their arguments and make them look more acceptable or 'academic'. Likewise, Iranian postgraduates argued that they needed to justify the findings of their study by using certain devices such as quotations and hedging, and by pointing out the limitations of the research and the need for further research. However, most of them believed that they would not explicitly demonstrate their level of uncertainty when they were not sure of an idea because they believe that it is a sign of weakness and thus should not be explicitly stated.

**Hiba Qusay Abdul- Sattar, Salasiah Che Lah**

***Iraqis and Malays' request internal and external modification realizations: An interculturalperspective perspective***(lecture)

A speech act is an action performed by means of language. We perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. Empirical studies on speech acts show that the same speech act is very likely to be realized quite differently across different cultures. The speech act of requesting is selected as the unit of comparison between Iraqi and Malaysians university students because requests often call for strategies of indirection; requests are face-threatening, and the possibility of offending someone is inherent in the act itself. Cross-cultural pragmatics literature has paid considerable attention to the various strategies that speakers deploy when performing the speech act of requesting. However, within the context of intercultural communication, the investigation of request modifications has not received the attention paid to major request strategies. This paper examines intercultural communication of the speech act of request in English between Iraqi and Malaysian students at the Universiti Sains Malaysia (USM). The aim is to investigate internal and external modifications used in request realization by 30 Iraqi and 30 Malay students at USM to obtain a comprehensive picture of their request behaviour in English. One question is addressed: What are the peripheral elements used by the sample of the study to get addressees to support their requests? The corpus consists of responses to a Discourse Completion Test (DCT) consisting of eight situations distributed by the researchers in three languages: English, Iraqi Arabic (dialect) and Malay to the participants in addition to the use of a rating scale. The corpus is analyzed based on Blum-Kulka et al. (1989). The main goal is to analyze the effect of situational factors on the realization patterns of request modification. The findings are hoped to have implications for comparative cross-cultural and intercultural communication studies.

**Ágnes Abuczki,**

***Multimodal annotation and analysis of turn management strategies – A comparative study of formal and informal dialogues***(poster)

The **goal** of this paper is twofold: (1) to address the prosodic and nonverbal correlates of topic shifts and turn-takings, therefore providing a novel multimodal approach to turn management strategies; and (2) to compare (A) the overall duration and (B) the number of occurrences of turn-takings, silences, iterations, hesitations, backchannels, gaze and posture shifts in formal and informal dialogues, as well as their correlates with further nonverbal features. In the multimodal **framework** of the notion of “composite utterances” (Kendon 2004), it is proposed that the above mentioned phenomena are orchestrated together. The **hypothesis** of the study is that there is a relationship between (a) nonverbal behaviour, (b) conversational structure (turn-takings), (c) information structure (theme-rheme) and (d) the prosodic features of speech. It shall be tested with multimodal annotations and scripts whether gesture units, discourse units and prosodic segments coincide. The **material** of the study is comprised of twenty formal simulated job interviews and twenty informal, natural dialogues (10-10 minutes each) of the HuComTech audio-visual database (in Hungarian), along with their multi-level multimodal annotation, carried out by Praat (audio annotation) and Qannot (video annotation) software. As for the **methodology**, the system of micro and macro, audio and video annotation levels, labels, and the applied scripts and statistical operations shall be described on my poster in detail. **Results** of the study indicate (1) correlation between gaze shifts, posture shifts and discourse segment boundaries and turns; and (2) considerable differences between formal (F) and informal (IF) dialogues with regards to the frequency of turn-takings (IF >F), backchannels (IF >F), silences (F>IF), hesitations (F>IF), gaze and posture shifts. We have found more examples of linguistic as well as nonverbal adaptation of the speakers to each other in the informal dialogues, expressed by the higher frequency of backchannels and posture mimicry (Verschuere 1998). As for the nonverbal behaviour of speakers, posture shifts occur more frequently AT discourse segment boundaries (often at silences) than WITHIN discourse segments. Speakers most often generate a posture shift when initiating a new discourse segment. We have also found that the most effortful part of gestures tends to co-occur with or just before the phonologically most prominent syllable of the accompanying speech (Kendon 2004). Gaze shifts toward the listener correlate with a shift in conversational turn – they can be seen as a signal that the floor is available. On the other hand, looking away from the interlocutor has been correlated with the beginnings of turns (as also proposed earlier in Cassel et al. 1999). Concerning suprasegmental features, silence is assigned different significance by conversation analysts depending on such factors as (1) its length and (2) where it occurs in a conversation. While hesitation pauses occur WITHIN a turn and switching pauses BETWEEN turns, a great number of topic boundaries are preceded by numerous gaps. Tendencies of turn management strategies in our recordings indicate that (a) the acoustic and suprasegmental features of turn-take involve the acoustic realizations of interruption, often accompanied by posture shifts and sometimes by nodding; (b) turn-keep is accompanied by the increase of F0, higher pitch and higher intensity, often looking at the interlocutor, or looking up during recalls; (c) turn-give is often expressed by a question, accompanied by eyebrow raise and long gaze at the other speaker, followed by silence; and (d) backchannel is often accompanied by nodding and the acoustic realizations of iteration and humming. Furthermore, the long-term **prospective** of this study involves contribution to improvements in human-computer interaction technologies, especially the naturalness of dialogue management systems so that human-like conversational agents can predict the turn-taking intention of the other (human) speaker as well as exhibit appropriate prosodic and nonverbal behaviour: silences, hesitations, eye-gaze movements, posture shifts and gestures orchestrated together at the appropriate point of the conversation.

References

**Karen L. Adams,**

***Hillary Clinton and Running like a Woman***(poster)

After Hillary Clinton lost her bid to be the Democrats’ 2008 nominee for the US presidency, much speculation about the failure centered around the claim that she had failed to run as a woman in ways that included minimally addressing women’s topics, marginalizing strong female staff, and not communicating with young women voters (Traister 2010). However, valid the claims may be what matters for the voting public is what they see and hear in the few contexts they use to consider a candidate’s suitability. The paper addresses an almost pro forma USA media event for candidates running for major offices. A corpus of televised political debates, many rebroadcast on the web for wider accessibility, are used to compare Clinton’s participation with other women running for the office of president and vice president as well as the US Senate and House of Representatives and statewide offices. Included is Clinton’s earlier debate for a Senate seat and women from both major parties and minor ones. The corpus balances the number of female candidates with actual office holders (CAWP) and considers close to 100 candidates.

To understand where female identity is indexed this study will focus on the direct indexing of this identity by the candidates, their opponents and moderators. Among the references are comments about candidates who if elected will be the first woman to fill this position, political issues viewed as ‘women’s’ issues, references to

constituents, politicians, friends and family. The role of these references in the debate, and the possible conceptual metaphors that these references may be part of are also considered. We will see that women who represent a 'first' are noted as such, but briefly and typically without any ideological implications. Also women's issues are represented a set of limited topics which reoccur in debates regardless of the office that the candidates are running for and regardless of who their opposition is. Only in very limited debates and where the context is mostly female, i.e. candidates, audiences and sponsors is there reference to ideologies that are fundamentally female in their concerns. Moreover, the conceptual metaphors that are based on mentions of women parallel those for male and female candidates (Adams 2009).

The role of political debates with their goal of reaching a broad audience to reinforce the mostly committed and to convert those undecided would argue that women running for office, even those of the highest positions, run first as qualified candidates capable of representing their broad constituency and only in limited contexts as women. Clinton's debate participation resembles those of almost 100 other women. To say she failed to 'run as a woman' is not validated in debate events and blames her for her identity style.

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### **Marc Aguert, M. Marcoccia, H. Atifi, N. Gauducheau, & V. Laval**

#### ***Emotion and Irony on Teenagers Internet Forum***(poster)

One of the most important uses of computer-mediated devices (as internet forum) by teenagers is sociability. Indeed, through several discursive activities (as social support, humour, discussions about shared interests, etc.), teenagers build and maintain close relationships.

Expressive speech plays a central role in this relational process. In fact, displaying subjective psychological states, as feelings, opinions, affects, etc., is a way to succeed in establishing a relational dimension in discursive exchanges. Thus, it is quite right to find expressive speech in teenager's internet forums.

However, it is well-known that computer-mediated communication (CMC), especially discussion forum, is not well suited to expressive speech. CMC is characterized by limitations compared with face-to-face interactions: limited common background with other participants, lack of contextual and visual cues, anonymity, and absence of non-verbal channel.

Thus, an important issue is to know how teenagers build satisfying exchanges on forums despite these limitations. Particularly, one can ask how they succeed in expressing emotions and irony without non verbal cues (facial expression, prosody) and common background.

Through a pragma-discursive analysis of a 240 messages sent to the French-speaking forum ados.fr, we describe the discursive and iconic-graphic devices used by teenagers in order to express emotions and to produce ironic sentences.

For the emotional speech, several devices are used by teenagers: explicit description of emotional states, iconic devices (smileys), graphic and typographic markers (expressive punctuation, capital letters, etc.), sequences of self-disclosure, etc. We can observe two phenomena: the use of devices which are specific to on-line discourse and the preference for the devices which are the more explicit. Thus, CMC seems to favour the marking of emotions.

For the use of irony, this poster deals with two issues: does irony function as a way to soften or to harden criticism? How teenagers make their ironic utterances understandable in a forum? As for the emotional speech, we observe that irony is most often marked in forums.

A last stage in this research is to identify the parameter which explains this preference for marked forms of emotions and irony. In order to know if the characteristics of expressive speech in forums are determined by the absence of preliminary mutual knowledge or by the technological mediation, we compare our natural forum with two experimental situations: the use of a forum by classmates, a face-to-face discussion between classmates. This experimentation will allow us to choose between two hypotheses: marking emotions and irony is due to situational or technological factors.

### **Gabriella Airenti, Romina Angeleri**

#### ***Dealing with sincerity in young children***(lecture)

The central role played by sincerity in communication has been widely recognized (Grice, 1975, 1978; Searle, 1969). However, in many conversational situations sincerity is not requested, even if there is no intention to deceive. For instance, in story telling, jokes and irony, the interlocutors share the tacit assumption that the speaker is not sincere. In the present research, we studied how and when young children start to deal with different situations of insincere communication. We have focused on deceit, story telling, pretending, lying to be polite, making jokes, teasing and being ironic. Our interest was to investigate the development of children's

ability not only to comprehend but also to produce these communicative acts.

We have carried on three studies with children ranging in age from 2 to 6.5 years. Two of them have been conducted in experimental conditions. In the first, young children were asked to *produce* communicative acts in situations in which different uses of (in)sincerity were expected (deceit, fantasy, pretense, white lie). In the second experiment, focused on the ability of *comprehension*, children were presented with puppets engaged in communicative interactions involving in turn jokes, teasing and different forms of irony. Children were asked a set of questions about the intention of the speaker who made the communicative act.

A third study has been conducted to investigate the spontaneous production of jokes, teasing and irony in everyday life. We used a parent report questionnaire in which parents of young children were asked to record, during a month, all the instances of these communicative acts produced by their children and the context in which they had been uttered.

The results of these studies have allowed us to delineate distinct acquisition pathways of communicative acts in which sincerity is not required and to compare the production and comprehension of these communicative acts with proper deceit. Moreover, the third study has confirmed our hypothesis that irony has precursor in some forms of joking and teasing and that, contrary to typical experimental results, even very young children are able to produce simple forms of irony.

### **Didar Akar,**

#### ***Moral stance as a means of creating causality and identity in life stories***(lecture)

According to Linde (1993) individuals strive to achieve a coherent self connecting their past, present and future in their life stories. These stories create coherence through continuity and causality. At the same time they provide the tellers with an opportunity to negotiate their identity with the others (who be both the characters in the narrative and/or actual audience). In this negotiation process, the narrators also use personal experience narratives to demonstrate group membership and to prove they are worthy members of these groups complying with their moral standards. In this study, I will examine how causality takes shape in the life stories told by the female victims of domestic abuse and how different forms of causality are related to self-identity.

The data consist of 13 hours of videotaped interviews with 12 women who are staying at a women's shelter in Istanbul, Turkey. In the interviews the aim was to elicit life stories including their past that eventually led them to the shelter, their present, i.e., their life at the shelter, and their future, i.e. their plans for their life after leaving the shelter.

When the life stories produced by these participants analyzed in terms of causality, one feature figures prominently and that is moral stance, in particular "namus", a word in Turkish which signifies a patriarchal system of values that is typically gender-specific including concepts such as honor, respectability, modesty, and decency. This moral code is widespread in the Muslim world, but not restricted to it. When the participants tell personal experience narratives, they explain their plight with reference to this moral code. For instance, one woman explains why she refuses to live with her husband's family and goes to the shelter by referring to their way of life which "wasn't appropriate for a little girl's morals". She repeatedly tells that she cannot raise her daughter in that corrupt environment. Interestingly, she also has a son, but she sees no harm in leaving him with her husband's parents. Another woman explains a row she had with her mother who refuses to let her stay with them on the grounds that her mother cannot refuse her because although she came back with her children, there was no offense to their "namus" because" the children were not born out of wedlock.

Ochs and Capps (2001) propose that moral stance and linearity (causal and temporal structure) are two narrative dimensions guiding tellers in taking a position on experience. The findings of this study underscores the importance of these two dimensions and further indicate that instead of being impermeable categories, they can be inextricably intertwined.

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### **Takanobu Akiyama,**

#### ***Pragmatic Enrichment with Evaluative Adjectival Meanings in the [man of + noun] construction***(lecture)

This paper aims to shed light on the mechanism by which pragmatic enrichment processing with evaluative adjectival meanings in the [man of + noun] construction in English is carried out (e.g. *He is a man of [strong] feelings, and sometimes loses his temper*). Enrichment is a pragmatic inferential process of fleshing out the logical form of an utterance to recover the explicature of the utterance (see Carston 2002; Carston and Uchida 1997; Hall 2008; Sperber and Wilson 1995<sup>2</sup> all ). The interpretation of phrases such as *a man of {sense, taste, vision, feeling}* consistently requires enrichment processing with evaluative adjectival meanings. However, phrases such as *a man of {blood, dignity, genius, self-discipline}* are less likely to require enrichment for interpretation. This problem will be discussed in the framework of 'relevance theory'. The approach taken here is corpus-based, and I will show how such an empirical approach provides a more accurate and extensive

description of the target construction.

The discussion of this paper is organized as follows. Section 1 is devoted to an examination of Fåhræus's (1984) analysis of enrichment processing in the *man of* + noun construction. Fåhræus (ibid: 134) points out that 'the phrase *man of* + noun becomes a kind of truism when the noun denotes inherent or inalienable properties of human beings and is neutral as to quality/value in its basic sense. The truism is saved from being meaningless by the addition of a semantic feature, entailing a fixed position in the positive part or at the positive end of antonymous scales, to the noun in a truism of this kind'. Corpus-based investigations, however, will show that Fåhræus's analysis lacks empirical validity and contains a major flaw. In section 2, I will take a corpus-based approach to the construction, using data from the British National Corpus. There are some examples of the target construction in the BNC to which the truism does not apply but which require enrichment for interpretation: e.g., *a man of {influence, power, distinction, humor}*. I will categorize the examples of *a man of* + noun in the BNC into five types on the basis of likelihood of enrichment. In section 3, I will discuss how phrases which yield enrichment with evaluative meanings can be split into two types, viz. the truism type (e.g. *a man of taste*) and the vagueness type (e.g. *a man of influence*). The common motivation for enrichment in these two types is a lack of 'relevance'. That is, the linguistically decoded logical forms of these types of phrases cannot bring about contextual effects, which should be appropriately large in context in order for the newly impinging information (i.e. utterance) to be relevant. In order to avoid the lack of relevance, or, in other words, to follow the communicative principle of relevance, the hearer enriches the logical form to give rise to an appropriate contextual effect.

### **Maria Alcantud-Diaz,**

#### ***'Because I worth it'. Women in advertising: Selling a glamorous lifestyle***(poster)

As argued by Kellner (1995:248) "images in advertising attempt to create an association between the products offered and socially desirable and meaningful traits in order to produce the impression that if one wants to be a certain person" she should buy that particular product. Such is the case in advertisements for women's perfumes where most of the times the advertisement sells not just a perfume but a whole "set of socially desirable traits" and the "symbolic benefits accrued to those who consume the product" and they usually offer images of transformation, of a new personal identity (Kellner 1995:252). This is done through a combination of sound, image and words whose intention is to persuade a certain type of women to buy a particular perfume.

Marshall and Werndly (2002: 36) point out that television advertising generally relies on striking visual imagery, colour and music to take advantage of the connotations of words, images and sound in a very short space of time; the combination of which may prompt the audience to make some inductive (pragmatic) inferences concerning the meaning of the advertisement as a whole; since as Brewer (quoted in Chan and McC Dermot 2006:633) argues, "a critical property of a pragmatic inference is that it changes the meaning of the original information, leading one to infer 'something neither explicitly stated nor necessarily implied' (Brewer, 1977:673). This is done in advertising by using elements which may contribute to comprehension but which are not explicit in the text.

Due to space limitations, the present article deals with the analysis of a corpus of 20 advertisements from the MATVA corpus (Universitat de València) and concentrates mainly on the analysis of the verbal message included in women's perfume and cosmetic advertisements. I will pay attention to the participants, the actions, states and circumstances (cf. Chandler 1995) which conform the verbal body of the advertisement itself as well as to more complex combinations of such elements which sometimes result in examples of metonymy and metaphor (Marshall and Werndly 2002: 35). The results of the analysis include quantitative and qualitative data analysis and serve to clarify the type of pragmatic inferences that may be induced by the condensation of several positive/ negative elements in one single advertisement. As a general conclusion of the analysis of the results, a tentative proposal could be formulated: that this kind of advert fosters the construction of a certain kind of feminine identity: a stereotypic woman who features beauty, elegance, youth and success, goals that women achieve by buying those perfumes and cosmetics (Tanaka 1994:102).

### **Eva Alcón Soler, Maria Pilar Safont**

#### ***The effect of instruction on learners' pragmatic awareness during the planning and execution of refusals to requests***(lecture)

Research into Interlanguage Pragmatics (ILP) has often focused on the effect of instruction on speech act production. Speech acts such as requests, apologies, complaints and refusals have received a great deal of attention over the years, but most of these studies ignore the interactive nature of conversation in their analysis of speech acts, and little research has been conducted on the cognitive processes involved in the production of speech acts. Considering, these two research gaps, this paper reports on the benefits of teaching the speech act of refusals to requests from a discourse perspective on learners' pragmatic awareness and explores whether learners resort to linguistic, pragmalinguistic, and sociopragmatic information during the planning and execution of refusals.

The present investigation followed a one-group pre-test/post-test research design and involved ninety-two

English language learners, two English language teachers, and an instructional treatment. Learners' age ranged from 18 to 30 years old, the average age being 22.1 years, and they did not show any statistically significant differences in their level of proficiency in English, as measured by the university entrance exam into the translation degree at the University. As far as teachers, while one of them focused on teaching how to negotiate refusals during a period of 6 weeks, the other conducted pre-test and post-test interviews in which learners' refusals were elicited. In addition, after the pre-test and post-test interviews, retrospective verbal reports were used to examine learners' attention to refusal strategies (pragmalinguistic information) and factors influencing strategy use (sociopragmatic information). Finally, two researchers scored learners' retrospective verbal reports on attention paid to linguistic, pragmalinguistic, and sociopragmatic issues, as well as on pragmatic awareness before and after receiving instruction on refusals.

Findings from the study show that differences in learners' attention and awareness of pragmalinguistic and sociopragmatic issues involved in the planning and execution of refusals to requests are statistically significant. Thus, in line with previous research, the present study supports the claim that instruction makes a difference in the pragmatic realm. In addition, results of the study seem to suggest that teaching refusals at the discourse level may indirectly benefit the development of conversational skills. However, since verbal reporting is a very different activity from engaging in a refusal sequence as a social practise, care should be taken to consider learners reports as signs of their implicit pragmatic competence. Further research might address this issue by comparing learners' gains in awareness and production of refusals in response to different speech acts in particular social contexts.

### **Minoo Alemi, Zia Tajeddin**

#### ***The interplay between test-taking anxiety and the sociocultural variables of L2 pragmatic norms in listening in an EAP context***(lecture)

Aside from the linguistic difficulty of listening input, individual variables have been found to be at work in L2 listening test performance. Many of the studies have, however, focused on such individual variables as test-taking strategies and test-taking anxiety in a general English context. The need to investigate the factors underlying the effect of test-taking anxiety on L2 listening performance were inspirations for the researchers to address three interrelated topics: (1) the effect of the three integrated sociocultural variables of attitudes, self-identity, and willingness to accommodate to L2 pragmatic norms on test-taking anxiety; (2) the effect of test-taking anxiety and its interplay with the sociocultural variables on L2 listening performance in an EAP context; and (3) the correlation between test-taking anxiety and the three sociocultural variables. To this end, the questionnaires for sociocultural variables and test-taking anxiety, along with a multiple-choice measure of L2 listening performance, were administered to 66 EAP learners. Descriptive statistics demonstrated that there were relatively low means for both test-taking anxiety ( $X=2.3$ ) and the sociocultural variables ( $X=2$ ) on a 5-point Likert scale. They also showed that, while learners falling on the lower scales of sociocultural variables and anxiety outperformed those on the higher ones, the differences in means were not statistically significant. The result of one-way ANOVA showed that neither test-taking anxiety nor the sociocultural variables had a significant effect on L2 listening test performance. Further, the interplay between test-taking anxiety and the sociocultural variables fell short of significantly affecting listening test performance. The correlational data analysis resulted in a very low, insignificant correlation between test-taking anxiety and the sociocultural variables. The non-significant effect of sociocultural variables on L2 listening as a dimension of language proficiency may be explained on two accounts. First, the low and high sociocultural groups were rather homogeneous, as shown in the post-hoc analysis of the differences between the two groups' means on the sociocultural variables, with the result that their low/high status failed to carry the weight to significantly affect their listening performance. The second reason may be that these three integrated variables are not potent enough to affect test performance on an EAP listening test in an EFL context where learners' motivation is rather too strongly instrumental so that their low L2-oriented identity and low attitude toward L2 and willingness to accommodate to L2 pragmatic norms would not lower their L2 listening abilities. As to lack of meaningful relationship between test-taking anxiety and listening test performance, the finding from this research is compatible with many previous research findings which suggest that test anxiety has more effects on output, rather than input and processing. In addition, due to their years of school-day examination experience and constant exposure to quizzes and exams in university, the test-taking anxiety mean of the participants in this study was too low to exert a marked influence on their test performance. Finally, lack of meaningful correlation between sociocultural variables and test-taking anxiety indicates that having low attitude to L2 community and weak desire to acquire an L2 identity would not give rise to increased anxiety and eventually to poorer performance on an EAP listening test.

### **Saad Al-Gahtani,**

#### ***The development of requests made by L2 learners of Arabic: A longitudinal and cross-sectional study***(lecture)

The majority of the existing studies on developmental pragmatics have been based on elicited data such as

Discourse Completion Tasks (DCTs), casting doubts over their findings. As for developmental studies on speech act of request, research has been predominantly limited to Western languages, particularly English. Furthermore, although Achiba (2003) and Ellis (1992) have examined the development of requests and used natural data in longitudinal studies, they have looked at non-adult learners' performance. Therefore, more work on adult learners' performance of requests obtained from natural data in non-English languages is needed.

This study examined the development of requests made by L2 learners of Saudi Arabic. It combined longitudinal and cross-sectional designs to look at how learners' performance of requests developed over a five-month period, as well as the increase in their proficiency. There were 50 participants who were further divided evenly into five groups: beginning, low-intermediate, high-intermediate, advanced, and Saudi Arabic NS. The data was collected by two role-play scenarios with five-month interval between them. The results show that up to the high-intermediate group learners had a tendency to decrease their use of direct requests, particularly want statements, and increase their use of conventionally indirect requests, i.e. possibilities and modals. In stark contrast, from the high-intermediate to the advanced group the production of conventionally indirect requests declined whereas the production of direct requests increased. The five-month period also shows that the reliance on direct requests and the avoidance of conventionally indirect requests emerged in the high-intermediate group in phase 2. Due to the fact that Saudi Arabic NSs tended to rely heavily on direct requests and hardly produced conventionally indirect requests, the U-shaped developmental patterns detected in this study demonstrates the affect of learners' sociopragmatic competence on their pragmalinguistic performance. Most importantly, these findings cast doubts on the universality of developmental stages proposed by Kasper and Rose (2002), showing that the development of requests varies across cultures and languages.

**David Aline, Yuri Hosoda**

***Realization of membership categories in multi-party interaction in an educational setting***(lecture)

This paper discusses the layers of membership categories second language speakers locally use and invoke in order to construct social identities in their talk. It scrutinizes how the orientations to the various identities are made operative and accessible to one another, and therefore made procedurally relevant to the ongoing interaction during group discussion in an educational setting.

The content of the presentation contributes to the field of conversation analytic studies concerning how and when membership categories become relevant in talk-in-interaction. Ever since Harvey Sacks introduced this field of research (1967, 1972a, 1972b, 1979), the body of literature on membership categorization in interaction has grown considerably (e.g., Antaki & Widdicombe, 1998; Schegloff, 2007). Up to the present researchers have examined the participants' practice of making relevant a variety of categories/identities such as gender (Eglin, 2002), family relationships (Butler & Fitzgerald, 2010), cultural identities (Mori, 2003; Nishizaka, 1995), national identity (Hester & Houseley, 2002), language expertise (Hosoda, 2006; Kurhila, 2005; Nakamura, 2008; Park, 2007), and various social roles within institutions (Richards, 2006; Zimmerman, 1998). In response to Schegloff's (2007) call, we will demonstrate in our analysis how interactants were oriented to various categories in producing and understanding talk and other conduct in interaction. Specifically, the paper reveals the interactants' frequent shift in orientation to different aspects of identities within a single conversation as grounded in the details of interactants' talk and conduct.

The data base used for the present analysis consists of a set of six 40 to 60-minute conversations taken from a larger corpus. All of the conversations were video-recorded during group discussion tasks in English as a foreign language classrooms in Japan. The discussants are freshman and sophomore students at a Japanese university. In the group discussion, the students carried out the task of choosing which person among five fictitious candidates should be hired as an elementary school teacher.

The analysis of the data showed that during the discussions, the participants oriented to various aspects of their identities, such as (a) being a member of a hiring committee in an assumed role for the discussion task, (b) being a student in a teacher-assigned language learning task, (c) being a second language speaker, (d) being an English language learner, and (e) being a member of Japanese culture. The participants' orientation to such identities was publicly observable in and through the interaction. For the most part, the interactants demonstrated their orientations to the contextually bound identities (Butler & Fitzgerald, 2010) of the discussion task itself. That is, they demonstrated their orientations to categories of discussant, chairperson, hiring committee member, etcetera. But occasionally, social structural identities such as student, second language speaker, English language learner, native speaker of Japanese, member of Japanese culture, and so forth were made relevant and consequential in the talk. The shift of identity orientation occurred moment-by-moment within the single interaction, and the shift was sequentially relevant to the ongoing interaction.

**Keith Allan,**

***What is common ground?***(lecture)

Language is primarily a form of social interactive behaviour in which a speaker or writer (henceforth S) addresses utterances (U) to an audience (H). It requires S to make certain assumptions about H's ability to

understand U. This includes choice of topic, language, language variety, style of presentation, and level of presentation (because, for instance, addressing a neophyte or a child must be differently handled from addressing a group of experts). These assumptions constitute what can conveniently be called “common ground”. They have been subsumed to context (e.g. Allan 1986; Duranti 1997); and at least a part of the common ground constitutes what Lewis 1969 referred to as “common knowledge”, a term adopted by Stalnaker 1973. Schiffer 1972 called it “mutual knowledge”. Prince 1981: 232f rejected “shared knowledge”, preferring “assumed familiarity”. Following Grice 1981: 190; Grice 1989: 65 Stalnaker 2002 named it “common ground”, which he described as “presumed background information shared by participants in a conversation” (Stalnaker 2002: 701) “what speakers [take] for granted – what they [presuppose] when they [use] certain sentences” (*ibid.* 702). Clark 1996: 94 defined “common ground” which inspired a revised definition in Allan 2001: 21. Common ground incorporates what have been called “frames” (Minsky 1977; Fillmore 1982), scripts (Schank and Abelson 1977; Schank 1984), and scenarios (Sanford and Garrod 1981). This paper seeks to uncover what each of these notions contributes to common ground. We need to establish the means by which S identifies the supposed common ground with H, and uncover what happens when the assumed common ground is not in fact shared with H. The initial assumption is that, normally, common ground is quite readily recognized by S and when it is not, H may be bored or feel insulted by S’s use of U because of a degree of incomprehension; or S and H may feel they are speaking at cross-purposes and consequently seek to re-assess the common ground.

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## **Jemima Anderson,**

### ***Hybridization of Politeness Strategies in English in Ghana***(lecture)

In this paper I demonstrate that when Ghanaians learn English, they transfer some of the politeness strategies that are used in their first languages into English. Thus the Ghanaian variety of English is influenced by the cultural norms of politeness of some Ghanaian languages. This does not mean that speakers of English in Ghana do not use native English politeness conventions at all. Instead, these Ghanaian speakers of English fuse native speaker English conventions of politeness with the conventions of politeness of their first languages. Thus there is a hybridization of the politeness strategies that are used in English in Ghana. This paper seeks to discuss some hybridized forms that result from cultural transfers from one Ghanaian language, Akan. The paper discusses how politeness conventions are transferred from this Ghanaian language into the production of three speech acts in English: requests, compliments and apologies.

The data used for this study were collected from observation of natural speech, questionnaire data and native speaker introspection. The findings of the study showed that speakers of English in Ghana, for instance, do not frequently use modals such as “can”, “could”, “may”, and “might” when they perform polite requests. Instead, they use more ‘want statements’ and imperative forms that may be perceived as impolite forms in native varieties of English. However, these forms are frequently used with lexical politeness markers such as “please” or “kindly”. The frequent use of the lexical politeness markers “please” and “kindly” have their source in the conventions of requesting in Ghanaian languages. In Ghanaian culture, younger people are taught to use the word “please” in speech to indicate respect or politeness. The use of these forms is so pervasive that it is sometimes possible to hear speakers with lower levels of proficiency in English producing forms such as “please,

good evening” and “please, thank you”. Similar transfers are found in the performance of compliments and apologies.

This paper shows that these features that have cited here are prevalent in English in Ghana because they are transferred from some Ghanaian languages into the English language spoken in Ghana and this gives the English language that is spoken in Ghana characteristics that mark it off as “Ghanaian English”. Thus this paper discusses such cultural transfers from Ghanaian Culture into the English language and its manifestations in showing politeness. The paper also discusses how hybridization impacts the outcomes of politeness in English in Ghana.

### **Argiris Archakis, Rania Karachaliou**

#### ***The Greek marker 're': Evidence from the analysis of conversational narratives***(poster)

The aim of this paper is to describe and account for the functions of the very frequently used marker *re* in Greek. Previous research (e.g. Tannen & Kakava 1992, Georgakopoulou 2001) that has mainly focused on argumentative contexts, has shown that *re* is considered a means for friendly or indirect disagreement. Our research is based on the analysis of narratives, i.e. on 134 stories coming from two conversations between adolescents. More specifically, we focus on the appearance of *re* in narrative interaction where the narrator addresses his/her audience or where the interlocutors address the narrator.

Drawing on literature on discourse and/or pragmatic markers (e.g. Schiffrin 1987, Fraser 1990, Norrick 2001), in particular on Andersen (2001), we assume that pragmatic markers are small recurrent linguistic units with multidimensional functions, which can be described as a synthesis of three basic aspects of pragmatic meaning, i.e. subjective, interactional and textual. We argue that *re* is a multifunctional marker whose core function is the signaling of a presumably unexpected piece of information.

Our analysis shows that when *re* is used by the narrator,

- i) in the narrative opening, it indicates that the whole story consists of unexpected event(s);
- ii) in various positions inside the story, it marks an unexpected narrative component, i.e. the orientation, the complicating action or the evaluation, according to Labov's (1972) model (see also Norrick 2001);
- iii) after a request for information by the audience, the piece of information provided by the narrator is marked as unexpected for the audience.

When *re* is used by the recipient (cf. Monzoni 2005),

- i) indicates receipt of unexpected information;
- ii) indicates confirmation of unexpected information;
- iii) marks requests resulting from unexpected lack of information.

We conclude by pointing out that *re* in all the above environments has both subjective and interactional functions: on the one hand, *re* explicitly shows that the utterance is evaluated as unexpected by the speaker, and, on the other, it establishes that the speaker's assumptions are shared by the audience. Moreover, *re* has textual functions and contributes to discourse coherence by delimiting discourse units.

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### **Antoine Auchlin, Nathalie Ilic**

#### ***Experiencing bad blends with information documents for potential participants on clinical trial. A corpus-based discursive account***(poster)

Issues in research ethics report that addressees of Informed Consent Forms used in medical research context (ICF) often have a poor understanding or recall of the information [1]. Yet, being fully and clearly informed are keys for an autonomous decision-making: the participant has a legal and ethical right to know what happens to his body.

Lack of efficient communication raises the crucial issue of discourse quality. We claim it cannot properly be addressed from an objectivist point of view, simulating “God's eye”, but requires an experiential, embodied framework [2]. Seen from this viewpoint, relevant data are participants' actual verbal experience: “pieces of living” that arise from the discourse experience.

Our contribution explores specific troubles occurring with the reading of ICF. We analyse this investigator-volunteers interaction from the perspective of pragmatic discourse analysis, stressing its “applicability”. Our corpus is French written ICF drawn from the oncology protocols at the University Hospital of Geneva. To manage the annotation lattices, we used a qualitative software and developed a flexible reading grid to tag a first sample of 20 ICF, “spotting” all kinds of textual dysfunctions hedging the reading process.

This *data-driven* study follows the experiential approach as presented in [3], assuming: i) an empathic and sensitive posture of the analyst; ii) a reflexive linguistic and discursive *fine-grained* description of the reasons for reading experience failure. The description borrows “GenevaSchool” [4] hierarchical module of interaction, which takes into account the negotiating circumstance of the “ICF activity”, namely the verbal interactional participation preceding the empirical one.

We focus on one of the tagged dysfunctions termed “bad blends”. They are experiential blends [5], that result from linguistic instructions to bridge together mental and experiential spaces that hardly can, or should not be bridged at all, which was not predicted by [6]. They may consist in experiencing temporal, spatial, or personal fuzziness, among other experiential effects – all possibly hedging communication quality. Examples and analyses will underline the applicability of methodological and epistemological framework.

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## Karin Axelsson,

### ***Tag questions are mostly rhetorical, aren't they?***(poster)

Tag questions (TQs), as in (1), are very common in conversation, but they also occur in writing, particularly in fiction dialogue.

(1) That’s quite a good one, isn’t it?

Previous studies on the functions of TQs have mainly been based on spoken data (e.g. Holmes 1995, Tottie & Hoffmann 2006). In contrast, the aim of the present study has been to investigate TQs in fiction dialogue as well as in spoken conversation in order to look for differences between the two genres but also to capture the functions of TQs in general, in particular their rhetorical functions, i.e. when no response is expected (cf. Ilie 1994). The data has been retrieved from two subcorpora of the *British National Corpus*: 250 instances from a fiction subcorpus and 250 instances from the spoken demographic part. A hierarchical functional model has been developed during the analysis of the functions of TQs in fiction dialogue, and this model has later been applied also to the spoken conversation data.

The advantage of using TQ data from fiction dialogue is that fiction texts provide coherent contexts where authors give readers relevant information in order to facilitate the interpretation of the functions of units such as TQs in the intended way: reporting clauses, responses and reactions from the addressees as well as narrative comments provide valuable information to the analyst.

A distinction in the hierarchical functional model is made between *response-eliciting* and *rhetorical* uses of TQs.

The most obvious indication that a TQ is rhetorical is that the same speaker continues, as in (2):

(2) "That was good, wasn’t it?" he said with pride. "They didn’t suspect a thing."

However, a rhetorical TQ may also be turn-final; in such cases, the content of the TQ and/or the linguistic context provide clues to the rhetorical nature of the TQ.

In the present study, most TQs have been found to be used rhetorically: about two thirds in fiction dialogue and about three quarters in spoken conversation. This may seem surprising, as TQs have traditionally been described as seeking confirmation.

In the functional model of the present study, rhetorical TQs have been divided into *speaker-centred* TQs, where the speakers’ own convictions, assessments etc. are in focus, as in (2) above, and *addressee-oriented* TQs, where the addressee is crucial, since such TQs somehow concern the addressee, as in (3):

(3) "Nobody can be kind to you, can they, Aggie? You won’t take kindness, will you? You get worse, you know that? more sour." He turned now and went hastily from the room, [...]

Most rhetorical TQs in fiction dialogue are addressee-oriented, whereas speaker-centred TQs have turned out to be predominant in the spoken conversation data.

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**Anna Baczkowska,**

***Multimodal subtitling of compliments – a cross-linguistic perspective***(lecture)

The purpose of this paper is to analyse the translation of compliments in subtitles in feature films (English comedies). The methodology applied to the analysis stems from pragmatic theories on politeness and compliments on the one hand, and on multimodality of subtitles on the other. The intersemiotic template of relations held between visual, verbal and nonverbal signals typical of multimodal analysis will be mapped onto the context of speech acts, first on the original texts (English soundtrack and English subtitles), in order to determine the type of compliments, and next onto the translated versions in several languages (e.g. Polish, Italian, Spanish, Swedish). Thus, the translated texts will be verified in terms of their faithfulness to the original in conveying compliments as well as the degree of relying on visual and nonverbal signals while expressing these speech acts.

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**Julia Bamford, Margaret Rasulo**

***The pragmatic construction of personal and professional identity in face to face and online learning environments.***(lecture)

The idea that social identity, including personal and professional identity, is socially constructed; that social actors draw on multiple identities according to the communicative context and that these are dynamically negotiated as the discourse evolves, is now widely recognized (see for example Mead, 1934; Goffman, 1967; De Fina, 2003; De Fina, Bamberg and Schiffrin, 2006; Gumperz, 1982; Dyer and Keller Cohen, 2000; Van de Mierop, 2007). This paper examines two types of identity construction in two learning environments; face to

face seminars where the participants are co-present and the e-learning mode where interaction is computer mediated. It aims to see how participants interactively construct their personal identity, their group identity and their professional identity locally in an ongoing process. Although conventionally these identities are considered separate, in fact they are closely interconnected. Thus in both we have a case of multiple identities involving participants whose knowledge is asymmetrical i.e. the apprentice learner and the scholar belonging to a disciplinary discourse community. According to Benwell and Stokoe this may give rise to conflicting discourses (2002) since the teacher has to negotiate a friendly and non face threatening identity with the student audience while at the same time adhering to the rigorous norms of his/her discourse community (Benwell and Stokoe 2002). This paper aims to see how these identities are constructed, whether there is a conflict or even divergence between them and how differences between the two identities manifest themselves pragmatically.

The paper is based on several corpora of seminars from the MICASE, BASE and a corpus of e-learning interactions from two online learning communities, one Australian the other international. The methodology used will be both quantitative and qualitative, for example using concordancing software to find instances of use of first person pronouns, their collocates and colligational patterns. These instances will then be subjected to a more traditional pragmatic analysis.

The most obvious signal of identity is the first person pronoun and a corpus search will be used as an entry point to the wider context to see how this is used to construct personal identity and position the speaker vis-à-vis the audience. Personal pronoun use is tied to the nature of academic discourse itself in which a disciplinary conversation is being carried on between actual members and novice members in various modes and registers. This conversation is not only between co-present participants but at the same time between the speaker and other scholars whose work is incorporated into the lecture, often without explicit citation. Thus this speech event is shaped by not only the speakers but also the listeners and those third parties who are connected in one way or another with the learning event (Anderson and Piazza (2004). In addition it is interesting to note the identification of speaker with discipline through the fusion of referential identity of the speaker and the object or process he is describing (Ochs, Gonzales, Jacoby ,1996).

### **Federica Barbieri,**

#### ***“Mexican workers and labor and factories and drugs and stuff like that”: General extenders in American university classroom discourse.*** (lecture)

Over the past decade or so, there has been increasing interest in markers of vagueness in discourse, generally called ‘general extenders’ (GEs). Research on GEs to date has focused on the metapragmatic functions of these devices (Overstreet & Yule, 2002), their sociolinguistic distribution (Stubbe & Holmes, 1995), and on grammaticalization processes (Cheshire, 2007; Tagliamonte & Denis, 2010). Most studies have been based on conversational data from sociolinguistic interviews (Cheshire, 2007; Tagliamonte & Denis, 2010); a handful of studies have looked at GEs in radio phone-in programs (O’Keeffe, 2004), formal interviews (Stubbe & Holmes, 1995), and interaction “among non familiars in more formal contexts” (Overstreet & Yule, 1997, p. 252), such as TV political debates and interviews. Overall, however, the use of vagueness markers in non-conversational contexts remains understudied.

The present study directly addresses this research gap by investigating GEs in university classroom discourse. The use of GEs in university classroom discourse is interesting because vagueness is “generally perceived as a deplorable deviation from clarity and precision” (Jucker et al., 2003, p. 1737) and may thus be viewed as something to be avoided in registers that value precision in communication, such as academic writing, or institutional spoken registers, such as classroom discourse.

Accordingly, the present study examined the use of GEs in a large corpus (ca. 1.5 million words) of university classroom discourse, representing three disciplinary domains – the Humanities, the Social Sciences, and the Natural Sciences – and including class sessions collected at five US universities. A comprehensive list of GEs was compiled by surveying previous literature and running corpus searches in order to identify additional GEs not included in previous literature. Searches were run also to exclude GEs idiosyncratic of particular dialects and unlikely to occur in American English (e.g., *and the whole kid and caboodle*).

Analyses revealed statistically significant differences in the use of GEs across class sessions from different disciplinary domains, with GEs overall more common in the Social Sciences, followed by the Humanities. Beyond statistical significance, however, the similarities of the mean scores suggest that the use of GEs is pervasive in university classroom discourse in North America, regardless of important situational factors that define the university setting. While surprising, this finding is consistent with the general finding that university classroom discourse in North American settings makes extensive use of linguistic markers of subjective meanings (Barbieri, 2008).

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### **Valandis Bardzokas,**

#### ***What would Grice say of "because"?***(lecture)

The orientation of pragmatic research has been crucially determined in connection to identifying semantic in contradistinction to pragmatic aspects of utterance interpretation. Pivotal to the pursuit of this objective has been the endeavor to discriminate truth conditional content from implicated import. This type of concern appears to have originated primarily with Grice's model of utterance meaning analysis.

The description of linguistic phrases which Grice undertook in defense of his approach to circumscribing the boundaries of semantic/pragmatic meaning involved registering a limited set of discourse connectives, such as *but* and *therefore*. However, interestingly enough, the connective that seems to represent the typical exponent of causality, i.e. *because*, constitutes a striking omission from this inventory of linguistic terms. And while analyses of markers like *but* have thrived in ongoing pragmatic enquiry, the scarcity of studies on *because* seems to have contributed no results to these past decades of accumulating feedback on the recalcitrant issue of the distinction between semantics and pragmatics.

In this connection, our discussion aims to reverse this sort of disequilibrium by way of offering 'retrospective' insight into the meaning of *because* from a Gricean perspective while illustrating the operability of the framework of pragmatic analysis at hand. Can the specific theoretical model live up to the analyst's expectation of an investigation demonstrating sensitivity to the description of all facets of causal meaning? Can this navigation through the Gricean tenets result in a satisfactory understanding of the connective under discussion?

In building a case either in favour or against a theory of implicatures à la Grice, we will mainly look for possible defects in the model at hand. We will explore this possibility relative to the tests that Grice himself set up in pursuit of drawing the line of demarcation between truth-conditional and implicated meaning, i.e. his vehicles of implication and the parameter of detachability.

For instance, we will aim at the proposal for vehicles of implicated meaning, which was phrased in terms of what the speaker said, what the speaker implied, the words the speaker used and the speaker's saying that (or again his saying that in that way). If it turns out that the qualifications wording the sources of implicature under scrutiny pose a challenge, then the integrity of the vehicle of implication structure is at stake. In this line of speculation, Grice's phraseological choices create the suspicion that the qualifications at hand are susceptible to *ad hoc* manipulations. Moreover, we will address the question whether the vehicles of implication device affords a reliable method of identifying the class of implicature that may accommodate a treatment of *because*. And will this device prove sensitive to the observation of the range of contextual applications of the connective under discussion?

On the whole, our findings are expected to inform current pragmatic approaches to coherence relations in discourse (relevance-theoretic, Fraser's, Bach's), of the type that originated with a restless attitude towards the Gricean model.

### **Júlia Barón,**

#### ***Developing requests and pragmatic fluency: A longitudinal case study***(lecture)

This paper aims at studying pragmatic development longitudinally. Since the present study focuses on learners' acquisition and development of some pragmatic skills, it may contribute to the growing body of research which has focused on development in the field of Interlanguage pragmatics (ILP). One of the main triggers of the present study is the fact that longitudinal studies are highly valuable since they help understand the development of ILP in the same learners over time (Kasper & Rose, 1999; Ortega & Iberri-Shea, 2005). The objectives of the present study are, on the one hand, to analyze how learners develop the use of requests; and on the other, to examine the development of pragmatic fluency.

The current study thus analyses pragmatic development in 6 longitudinal participants, who come from the Barcelona Age Factor (BAF) Project (see Muñoz, 2006), at different ages and grades: 10 years old (grade 5), 12 years old (grade 7), 16 years old (grade 11). The participants are Catalan/Spanish bilinguals who were taking English as a foreign language (EFL) only at school. The task they had to carry out was an open role-play in which a request was required. In order to measure the development of requests, the stages of development proposed by Kasper and Rose (2002) have been used, as well as request modification, following Alc3n et al. (2005). As regards pragmatic fluency, the measures used in House (1996) have been adapted in the present paper. The objective is to analyze whether there is development as regards the use of routines, patterns and discourse markers, as well as how they reply to refusals in terms of appropriateness of delays (Barón & Celaya, 2010). In order to assess pragmatic fluency properly, the whole interaction in the role-play had to be considered.

The results of the present study seem to show development especially in the use of requests. The six learners

tend to produce very similar requests: at grades 5 and 7, they make requests of the pre-basic and formulaic stages; however, at grade 11, four participants already produce requests of the unpacking stage. Nevertheless, no higher stages can be found in the data. As regards modification, only examples of internal modification can be found, external modification is only produced by one participant at grade 11. Pragmatic fluency also seems to develop over the years, however, the participants follow different patterns of development. For example, some learners at grade 7 do worse than at grade 5, using less routines, patterns and discourse markers, and responding by means of inappropriate delays. At grade 11, delays seem to be more appropriately used; however, in terms of routines and discourse markers the variety is still scarce. The data seem to show that the learners develop pragmatic competence slowly, probably due to their grammatical competence. The results might suggest that the instruction and the exposure that learners receive in an EFL context might not be enough to develop the pragmatic competence of the foreign language.

### **Mariaelena Bartesaghi,**

#### ***On the pragmatics of disaster: Hurricane Katrina as fateful conversation***(lecture)

In this discourse analysis, I examine over four hours of audiorecorded telephone meetings between local, state, and federal officials in the days immediately before and following Katrina's landfall on New Orleans. I obtained these "fateful conversation(s)" (Whalen, Zimmermann, & Whalen, 1989) from Walter Maestri, emergency manager of Jefferson Parish who recorded and later released them to National Public Radio, where they were broadcast in part on September 23, 2005 (Inskeep, 2005). By exploring decision making as a pragmatic tension between risk and danger (Andersen, 2003; Douglas, 1990, 1992; Hacking, 1975, 1992; Luhmann, 1993; Sarangi et al., 2003; Sarangi & Candlin, 2003; Sarangi & Clarke, 2002), I examine how participants' strategies of uncertainty realized Katrina as a disaster.

I first examine "how the fateful denouement of [Katrina] was achieved as an orderly outcome of the interactional machinery" (Whalen, Zimmermann, & Whalen, 1989, p. 340). I explicate "machinery" on two levels: in terms of how single utterances encode risk (e.g., pronoun switches, modals, if-then formulations) as well as structural features of the interaction (turn-taking, question-answer sequences, and metacommunication). I argue how both single utterances and structural features point to broader logic of context of "acting jointly" and "speaking with one voice" which speakers endeavored to maintain, and which was moderated as a violation.

Explicating this context in terms of strategies of uncertainty (Dubois, 1987) where claims of insufficient knowledge (Beach & Metzger, 1977) serve useful purposes, I expand on work on indirection in disaster contexts (e.g., Linde, 1988) and explicate how directness and indirection can be fruitfully understood within an action-implicative matrix (Tracy, 2005) of dilemmatic enablements and constraints. In the case of direct communication, I identify these as acting alone, premature action, and lack of information. In the case of indirect communication dilemmas were acting collectively, delayed action, and lack of follow-up. I trace each strategy to its conclusion in terms of evacuation once Katrina made landfall.

Using testimony transcripts on Katrina and disaster research alike as data, I show how discourse analysis can both confound previously taken for granted knowledge and elucidate the vocabulary of post-facto disaster accounting, and argue for the consequentiality of social interaction. I note how, in United States government hearings to investigate "hard questions" surrounding the events of Hurricane Katrina, speakers re-member its events in the familiar terms of "unnatural disasters" (Jackson, 2006; Smith, 2006; see also <http://understandingkatrina.ssrc.org>): "poor decision making," lack of "coordination, and "crisis of leadership" (Hurricane Katrina Recovery, 2005; Jeff Smith; 2005). As if also bound to an effort of categorizing Katrina between "accountability" and "blame" (Hurricane Katrina Recovery, 2005), scholarly analyses of the hurricane reconstructed it as a disaster of public relations, crisis communication, media (mis)representation, and community responses and recovery (e.g., Beaudoin, 2009; Benoit & Henson, 2009; Littlefield & Quenette, 2007; Robinson, 2009; Vanderford, Nastoff, Telfer, Bonzo, 2007; Wojcieszak, 2009). By employing "decision making," "coordination," and "leadership" vocabularies of truth construction (Potter, 1996) public and academic approaches to disaster unwittingly replicated, rather than explicated, a social logic of disaster.

### **Eszter Barthazi,**

#### ***The significance of context determination in the case of information extraction***(lecture)

The topic of the presentation belongs to the field of computational pragmatics. Its main purpose is to draw attention to the significance of precise context determination in the case of information extraction from written texts. I would like to show how the structural analysis of written texts can help in narrowing the context and how it can result in higher precision in the information extraction task. The corpus I work with contains about 900 complaint letters.

In linguistic pragmatics, as well as in computational pragmatics, the ruling view is that contextual information and linguistic information together build the interpretation of an utterance, even of a word (cf. Sperber and Wilson 1986/1995; Rott 2000; Bunt and Black 2000; Bibok and Németh T. 2001; Carston 2004; Wilson and Carston 2007; Németh T. and Bibok 2010). In other words, information extraction (which is a kind of interpretation itself) has to be bottom-up and top-down at the same time. The attributive expressions mean the

bottom-up part, while the top-down part is missing. My solution to the problem is to divide the letters into smaller parts, so-called constructional units, of which each letter builds up. These constructional units work as “minicontexts” of the linguistic kind of information in the letters. They provide the context of the linguistic information, and so they help the computer systematize the sometimes inconsistent information in the letters. The following constructional units return systematically in the corpus, so these are the ones which are worth differentiating: Invocation, Introduction, Aim, Problem, Suggestion, Appreciation, Mitigating, Others, Expectations, Thanks, Closure and Attachments, Irrelevant. Some of these have only the function of politeness, while others are necessary for further measures. Not all of these constructional units can be found in each letter, and their order also varies letter by letter.

My conclusion is that using the structural properties of written texts in context determination is beneficial for information extraction.

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### **Margarida Bassols Puig, Gemma Brunat, & Anna Cros**

#### ***Television and mediatisation of knowledge: Credibility, legitimisation and audiences in new formats***(lecture)

According to Charaudeau (2008), the mediatisation of knowledge is the process that provides many individuals with the results of scientific research, makes the world’s phenomena understandable and provokes debate on social issues. We can differentiate this phenomenon from what has traditionally been known as scientific “dissemination” or “vulgarisation” in the sense that we consider mediatisation to construct discourse on science, while dissemination leads to discourse produced by scientists.

Current mediatory television programmes represent a change from traditional programmes, “documentaries”, based on a unidirectional view of the transmission of knowledge that is closely related to the intention of providing knowledge to broad social layers within a democratic society. The initial objective of these audiovisual products has undergone considerable change, in such a way that they have developed from seeking to provide knowledge to creating social opinion with respect to issues that affect the everyday lives of the general public. Moreover, they have entered the realm of entertainment programmes, in which the strategies for attracting attention have become extremely important; they have broadened the target audience (now with a family audience, with a particular focus on young people) and the formats have changed (now characterised by segmentation, speed, openness, interactivity and multimodality). So, now they not only explain science, but also the social sense of scientific and technological facts and event. The treatment of subjects with major social or political repercussions and that are interdisciplinary in nature are replacing models based on single sources.

Our study is based on the analysis of three editions of a dissemination programme on TVC (*Quéquicom*) that is aimed at the general public and that we consider typical of what we have called scientific mediatisation programmes. We note that, in order to achieve the target of creating opinion, the programme is constructed on the basis of characters that speak and act in the form of stereotypical social and psychological identities (mediators, specialists, affected parties) that have been purposefully designed to attract and convince target audiences. These identities are fundamentally constructed on the basis of discourse strategies that legitimise and give authority to the characters. We thus detect an interdiscourse that contains many voices, to the extent that science’s voice can be “erased by other voices” (Moirand 2006) or is at least shared with the voices that are authorised by the mediators and affected parties.

In this study, we reveal discursive strategies behind *credibility, legitimisation and audience* that serve for the construction of the social identities of these characters and that are mostly based on the multiplication of voices. To do so, we consider the proposals made by Charaudeau (2007, 2008) on the classification of strategies; Tous (2007) on generic hybridisation; Calsamiglia (1997, 1998), Loffler-Laurian (1983), Salvador (2002) and Moirand (2006) on the analysis of dissemination discourse, and Authier-Revuz (1982), Ducrot (1984) and Grau (2003) on the theory of enunciation and polyphony.

**Rebeca Bataller, Rachel Shively**

***The validity of role plays in pragmatics research: The case of service encounters***(lecture)

The purpose of this presentation is to investigate the validity of role-play data in pragmatics research through a comparison of role-play and naturalistic interactions by L2 learners of Spanish in the service encounter context. Although a robust number of studies have examined methodology in pragmatics, only a few have analyzed to what extent role-play data reflect actual language use in natural settings.

The data to be compared come from two independently-conducted, longitudinal studies concerning L2 pragmatic development in the study abroad (SA) context. Both studies analyzed learner participation in service encounter interactions over the course of one semester in Spain. The participants in the role-play study were 31 English-speaking learners from the U.S. who studied abroad in Valencia, Spain, for four months. Participants in the naturalistic study included seven U.S. students who spent four months studying in Toledo, Spain.

In both studies, data collection occurred at both the beginning and end of the semester abroad. Role plays were conducted and audio-recorded by the researcher, while naturalistic audio-recordings were made by students themselves in real-life service encounters. In order to compare the two data collection methods, the researchers analyzed openings, requests, negotiation, closings, and length of the interaction. In the case of openings, requests, and closings, the 62 role plays in which students ordered a drink were compared to 59 service encounters selected from the naturalistic corpus.

The results of this comparative study indicate that the role-play data resembled the naturalistic data in many respects, but that there were also differences that may have been due to the method of data collection employed. In both data sets, participants overwhelmingly oriented to the same activities in a relatively fixed order: openings, requests, negotiation, and closing. The negotiation phase was also optional in both data sets and when present, negotiation served the function of exchanging information about price and the needs of the customer regarding the product. Turn-taking was realized in a similar fashion in both types of data. Hence, the role-play data were similar to the naturalistic data in terms of structure, sequence, and turn-taking.

Elicited and naturalistic data also shared similarities with regard to strategy use and development over time. Students in both studies overwhelmingly opened the interactions using greetings, closed the encounters with expressions of gratitude, and employed many of the same head act strategies in their requests. However, a closer look also revealed important differences. First, the naturalistic interactions were more variable than the role plays in terms of length and the presence or absence of the opening and closing phases. The role plays, on the other hand, were relatively consistent: they were more uniform in length and almost always included an opening and a closing. In addition, naturalistic service encounters were, on average, twice as long as the role-play interactions. Overall, these findings suggest that, in many ways, role plays do reflect actual language use in service encounters. However, role plays also differed from naturalistic data in certain ways, suggesting some method effects.

**Carolina Bates**

***A Pragmatic Account of Causal Constructions in Spanish***(lecture)

The classical distinction between content-related and speech act-related causal constructions has been one of the most relevant oppositions adopted in the literature about these constructions. This broad distinction, however does not account for all the possible causal constructions. The aims of this paper are twofold: on one hand, I will present a general classification of the causal constructions in Spanish, taking into account the main semantic and pragmatic differences between these constructions. On the other hand, I will describe the semantics of the causal markers in terms of procedural meaning. The different behavior causal markers exhibit is due to the cognitive meaning codified by the each marker. The classification of the causal constructions, and the description of the semantics and pragmatics of causal markers, will be developed in the framework of the Relevance theory (Sperber and Wilson, 1986/1995, 1998, 2002; Wilson and Sperber, 2002), and the Accessibility theory, developed by Ariel (1990), (1991), (2001), (2004).

I will distinguish first between predicative causal constructions and peripheral causal constructions. Predicative causal constructions admit the topicalization of the causal clause, and the substitution of the causal conjunction by the copulative conjunction, but they reject the transformation into conditional or consecutive constructions with *luego*. Among the predicative causal constructions, I will differentiate between central or integrated causal constructions, and topicalized causal constructions. I will explain the semantic and pragmatic differences between these two constructions in terms of the distinction, established in Relevance theory, between foreground and background implications. In the topicalized causal constructions, the regular causal conjunctions are *dado que*, *puesto que*, *ya que*, *como*. Each of these markers conveys a slightly different procedural meaning. This procedural meaning will be described according to the cognitive notion of accessibility, as defined by Ariel (1990). *Dado que*, *puesto que* will be considered as high accessibility markers, *ya que* as a medium accessibility marker, and *como* as a low accessibility marker. I will suggest that the differences in the cognitive meaning explain the differences in the degree of metarepresentational use of the causal clause.

Peripheral causal constructions, in turn, will be divided into speech-act causal constructions and explicatory causal constructions. Speech-act causal constructions accept paraphrases such as “The cause to say/to ask/to

request P is Q". With these constructions, the speaker explains why he is performing the speech act expressed by uttering the main clause. These constructions will be described in the framework of the relevance theory. The relevance of the causal clause lies in calling the hearer's attention to the implicated premise that allows the derivation of the implicated conclusion conveyed by the main clause.

Explicatory causal constructions can be distinguished from speech-act causal constructions attending to differences in intonation, position, answers to WH-questions, admission of complements and inclusion in a cleft sentence. Speech-act causal constructions are exclusively introduced by *porque*, whereas explicatory causal constructions admit *pues*, *que*, *ya que*, *puesto que*, and *porque*. Among the explicatory causal constructions, I will further propose to distinguish between proper explicatory causal constructions, metalinguistic causal constructions, and procedural causal constructions. Explicatory causal constructions correspond to the justificational causal constructions identified by Goethals (2002), (2010). Metalinguistic causal constructions transmit a contextual assumption that explains why the speaker has used a certain linguistic expression in the main clause. Procedural causal constructions, finally, introduce a proposition whose relevance is to restrict the context of interpretation of the main clause. Each of these constructions shows differences in the causal markers appropriate to express the causal relation.

### **Yelena Belyaeva - Standen,**

#### ***Cultural variations in Russian and American compliment routines***(lecture)

Compliment (C) is considered to be one of the basics strategies in interpersonal communication. It is believed to have a fundamentally "courteous" character and play a "convivial" function in the community (Leach 1983). However, compliment is not as standard and conventional as, for example, greetings and thanking. Studies in cross-cultural pragmatics revealed considerable culture-specific variations in realization of this speech act (Herbert, R. 1991; Homes, J. 1988; Manes, J. 1983; Wolfson, N. 1981; Wolfson, N. and Manes, J. 1980; Belyaeva-Standen, E.I. 2007). This paper presents research results of the extensive study of cultural variations that occur in performing the speech act of compliment by Russians and Americans (USA). It explores the social conventions associated with complimenting by Russians and Americans. The objectives of this comparative analysis are the forms and strategies used by Russians and Americans in various communicative situations and cultural scripts and values that determine specificity of these communicative trends. It also shows how the differences in cultural expectations affect mutual perception of the communicants in intercultural contacts. The research questions were:

- 1) What forms do Russians and American speakers favor in expressing compliment?
- 2) In what situation, on what occasions and to whom do they pay compliments?
- 3) How do they respond to compliments?
- 4) What cultural assumptions motivate (or discourage people) to pay compliments?

The data for this study were gathered over the period of 2004-2009 through observation, elicitation and interpretation of the data collected from the native speakers in Russia and in the USA. The material was processed in a three-tiered system that included a) collecting an adequate pool of examples through field observations in live speech situations in natural environment and by surveys, b) interpretation of the data in ethnographic interviews with the native speakers of Russian and of American English and c) factor analysis of the semantic descriptors that define the compliment. The methodology of level (a) consists of eliciting data through various types of questionnaires and discourse completion tests in order to compile a list of syntactic variables and estimate their frequency of occurrence in colloquial speech. The goal of level (b) was to provide cultural pragmatic interpretation of Russian and American strategic differences in paying and responding to compliments. The factor analysis (c) confirmed (or denied) the findings of the previous level. The results of comparative study revealed that Russians and Americans have more differences than similarities in performing speech act of compliment and the responses to it in:

- Frequency of occurrence: Americans pay C more frequently than Russians and on more occasions
- Gender differences in C: Russians pay C more often to women, women pay more C than men
- Objects of C: Americans pay compliments on a wider variety of objects than Russians
- Motivations of C: Americans pay C more often out of cultural custom while Russians pay sincere C
- Responses to C: Russians tend to downgrade the C while Americans accept the C with gratitude.

Moreover, different cultural traditions of Russian and American speakers create certain cultural expectations in cross-cultural communication and may lead to misconceptions and misunderstandings in casual and business communication.

### **Károly Bibok,**

#### ***Lexical-constructional and lexical-pragmatic approaches to the lexicon***(lecture)

*Theoretical background.* In this paper I intend to present investigations carried out in the frameworks of a lexical-constructional treatment of syntactic alternations (changes of syntactic argument structures) and a lexical-pragmatic account of word meanings. The former realizes the significance of both constructional factors (cf. Pustejovsky 1995; Goldberg 1995, 2006) and lexical properties (cf. Levin – Rappaport Hovav 1995, 2005) as

well as the necessity of an improved elaboration of lexical-semantic representations. The latter – being an extended version of the lexical-constructional analysis (Bibok 2010) – agrees with Two-level Conceptual Semantics (Bierwisch 1996), Generative Lexicon Theory (Pustejovsky 1995) and Relevance Theory (Sperber–Wilson 1995) that a number of words do not encode full-fledged concepts and offers underspecified meaning representations which, in turn, are semantically and pragmatically rich enough to serve as a basis for constructionally/contextually evoked senses in utterances.

*Aims.* The aims of the present paper are threefold. First, I thoroughly analyze a highly polysemous Hungarian verb *nyit* ‘open’. Its underspecified meaning composed of primitive predicates along with a prototypical structure and a lexical stereotype has to capture indefinitely many actual uses in immediate and extended contexts. On the one hand, they concern the wide range of (syntactic) objects to be opened: from doors, locks, eyes, mouth through bottles, boxes, parcels as well as letters, books to a shop, a museum, etc. On the other hand, the syntactical position of subjects can be occupied not only by agents, but also instruments and even themes (or patients). (In the latter case the verb becomes intransitive.) Second, the Russian counterpart *otkryvat*’ of the Hungarian verb *nyit* ‘open’ is also examined. The cross-linguistic differences reveal the language-specific characters of lexical encoding. Third, the lexical representations of Hungarian *nyit* ‘open’ and Russian *otkryvat*’ ‘open’ are compared to those of other groups of verbs, investigated in my previous work. They include Hungarian *hív* ‘call’ and *küld* ‘send’ as well as Hungarian *vág* ‘cut’, *nyír* ‘cut/mow/shear’, *fűrész* ‘saw’ and *borotvál* ‘shave’ and their Russian equivalents: *rezat*’ ‘cut without a blow’, *rubit*’ ‘cut with a blow’, *strič*’ ‘cut/mow’, *pilit*’ ‘saw; file’ and *brit*’ ‘shave’. Such a comparison clarifies a wider scope of various types and roles of information fixed in the lexicon and evoked in contexts than each analysis does separately.

*Conclusions.* These investigations result in a conception of the lexicon according to which there emerges a division of labor between lexical-semantic knowledge represented in the form of a predicate composition and context-independent pragmatic knowledge, including encyclopedic information, which becomes an integral part of lexical-semantic representations. Furthermore, they also demonstrate another division of labor between lexical – though conceptually not full but encyclopedic in several respects – encoding and contextual interpretation. Thus, in lexical pragmatics, words reach their full-fledged meanings through considerable pragmatic inference with the help of corresponding constructions/contexts or context-independent pragmatic knowledge. On the basis of the cross-linguistic study and comparison of the three groups of verbs, it is safe to say that both divisions have their specific features depending on the particular language and particular field of the lexicon.

**Alexa Bódog,**

***Strategic language use in formal discourses – a multimodal corpus-based study at the intersection of pragmatics and human ethology***(poster)

The investigation of (im)polite language use is of great importance since it reveals the modes of cooperation and the processes how it arises, breaks down or gets repaired. Pragmatic theories of politeness and cooperation emphasize the strategic nature of communicative language use (Lakoff 1989) and they often focus on the *logically possible* action-reaction pairs of these strategies (Culpeper 1996, 2003). Though these approaches are highly detailed, they do not tell us how these strategies arise, what their behavioural, cognitive triggers are, and what kind of strategies *really* occur during communicative interactions.

*The aim* of this poster is to demonstrate a case study in which I reveal reactive communicative strategies defined at the intersection of human ethology and pragmatics. I try to argue for a more detailed system of defensive strategies, based on human ethological considerations.

The *main hypothesis* of this poster presentation is that we are *inclined to surmount* non-cooperative, impolite communicative acts, and this behaviour-type manifests itself in *overt communicative acts* during interaction. In order to confirm my hypothesis I have completed a multimodal corpus-based case study.

The *data* are taken from a multimodal audio-visual database containing 15 minute-long dialogues (simulated job interviews) of 110 Hungarian native speakers.

The *methods* of my study were quantitative annotation label analysis and qualitative conversation structure analysis. I examined a special request-answer pair in the dialogues in which the HR-agent requested her partner to talk about her weak points. Since the dialogues are complemented with audio-visual annotation including the labelling of suprasegmental features as well as non-verbal behaviour labels, I was able to examine what kind of acoustic verbal, acoustic nonverbal and visual patterns of communicative acts arise during the impolite sequence and how they indicate strategic language use.

Concerning the *results*, I found two striking reactive strategies in which characteristic acoustic verbal, acoustic nonverbal and visual markers as well as conversation structural markers occur. The strategy of *rationalisation* operates with complete utterances and indicative mode; it correlates with few hesitations and pauses. At the visual level, active smile, bodywork and gestures are dominant. Rationalisation is a Machiavellian strategy because it anticipates topic shift, with efforts to be coherent and consistent. The speaker tries to trigger sympathy from his or her partner, and makes the cooperation explicit. Since it contains few hesitations, we can assume profound macro planning behind the utterances. Rationalisation rests on rich argumentation structure in which emotional and gestural elements are of primary importance.

Somewhat contrary to rationalisation, the strategy of *blunting* operates with non-complete utterances and

conditional mode; it correlates with many hesitations, panting, unnaturally stretched vowels and pauses. Blunting is a complementary cooperative strategy because it anticipates topic elaboration, with efforts to be cooperative. The speaker tries to emphasise that (s)he is congruent, plain and (s)he wants to find out what the interviewee is pointing at. Blunting rests on open intention-checking, and clarification of communicative intentions is primary.

**Adriana Bolívar,**

***The interface between grammar, pragmatics and discourse in peer reviews of research articles in Spanish***(lecture)

Peer reviewing of research articles is a complex process that touches upon the grammar of criticism, the pragmatics of politeness and the discourse of research. The peer review report is highly evaluative and it has an important function to guarantee that the manuscripts to be published by a journal are sufficiently revised before going to press. The effects of the reports provided by referees may help potential authors of academic journals to have access to a scientific community or may discourage them to continue writing. Studies carried out in English have brought to the surface important issues concerning the structural patterns used by reviewers as well as types of critical comments and the effects of face threatening acts (Kourilova 1998). Research into this gate-keeping genre in Spanish has shown that peer reviewers in the humanities tend to write their reports following the directions given by the journal editors and express concern for the author's face by mitigating their criticism (Bolívar 2008). In this paper, the research questions centre on how criticism is handled by reviewers of different disciplines in the humanities and how the judges and the judged construct their roles as investigators. I shall report on research carried out in the context of a project entitled *Discourse and Research*, financed by the Scientific Development Research Council of Universidad Central de Venezuela (PG-07-7830-2009/1). The data and materials come from the CORDA corpus (Corpus of Academic Discourse) collected by a team of researchers participating in the project. Thirty review reports evaluated as "accepted with major modifications" from two Venezuelan and one Latin American Journal (*Akadosmos*, *Pedagogía*, *Revista Latinoamericana de Estudios del Discurso*) that cover several disciplines in the humanities (education, linguistics, history, philosophy, psychology, discourse analysis) are examined from a grammatical, pragmatic and discourse perspective. Considering that the review report forms part of a network of "occluded" genres (Swales 2004, 47), great care has been taken to protect the names of reviewers and authors. The results obtained so far show how the use of negative polarity (*There is no...The paper does not...*), deontic modality (*the author must/should do X*) and evaluative lexis serve in large part to explain the interaction between judges and authors. There is evidence to suggest that reviewers tend to mitigate their first comments by protecting the author's face (*The paper is relevant, but...*) and then make use of directives in various degrees of intensification depending on the discipline and the reviewer's style. The analysis at the discourse level unveils the concerns and positioning of the reviewer in his/her role as researcher and also his/her knowledge on research genres and scientific research.

**Vito Bongiorno,**

***Some characteristics of language use during divination rites in Quechua and Aymara held by bolivian medicine men***(lecture)

During a field research carried in the years 2008 and 2010 in Bolivia with Quechua and Aymara bilingual medicine men about the specific language used during divination rites, I could observe some identifying pragmatic characteristics. These can be resumed as follows:

1. Strategies of politeness used while speaking to the coca-leaves, which are presumed to tell the truth about the past, present and future and about human lives and natural phenomenes.
2. Absence of responsibility of the diviner and, at the same time, great accuracy of the diviner in preparing the felicity conditions to the speech acts that will constitute the answer of the coca-leaves oracle (invoking spirits and asking them permission for executing the rite properly).
3. Influence of the context in establishing the meaning of a divinatory sign (for esample, signs which have a meaning if appearing in a dream and another meaning if appearing in the reality).
4. Construction of semiotic relations of the linguistic text in a way in which deep levels and superficial levels interact constantly.

The research is part of a more general study about divination in andean cultures. The research is, at the moment, an effort of a cross-linguistic and cross-cultural description which focus the relation about specific cultural sub-systems (andean cosmological believes, sign and language ideologies) and language use; the use of two american indigenous languages (Quechua and Aymara) is seen as a possibility to verify general hypothesis about indigenous andean cultures.

**Elena Borisova,**

***Linguopolitology: How can language highlight processes in the society***(lecture)

1. The modern processes in some non-Western societies (including Russia) show the insufficiency of the classical politological toolkit, invented in Western Europe. The concepts of this sphere of knowledge do not

facilitate to explain many phenomena of the now-a-day political life of Russia, e.g. passiveness of the Russian citizens who refuse to protest and are still supporting the authorities even suffering from some consequences of their policy. One should turn to the cognitive science and, first of all, linguistics whose investigative possibilities are immense enough to find the answers for the questions of the contemporary development of post-Soviet states.

2. Linguistics enables finding out data of the consciousness of human beings. And taking these facts into consideration one can model the social activity of groups and strata. I.e. there can exist political models and theories based on investigation of cognitive states of social groups, provided with the help of linguistic studies. (We turn to works of psycholinguists, sociolinguists and some schools of pragmalinguistics).

3. The following facts of language are to be taken into consideration: lexical semantics (mapping of the reality by means of the vocabulary, lack of words for some notions, words without denotates etc.).

- connotations (estimating ability of lexis, associative connections etc.),
- metaphors, that reflect some subconscious connections,
- rhetoric style (the way politicians address to masses) and others.

Most of these characteristics are used to describe the language of politics. Here we propose to make them the mean of political analysis and to use them for solving some problems of current policy (we take Russian Federation as an example).

4. The problem that we concern is the passiveness of citizens as it looks like paradox from the Western point of view. We utter that this can be explained by the linguistic analysis according to the methods cited above.

a) The Russian vocabulary includes some words slightly different in meaning (that can be hardly reflected by other languages, e.g. *soviest* 'conscience' and *soznatel'nost'* 'consciousness'). The same can be said about *svoboda* and *volya* – both 'freedom' or 'liberty', but *volya* denotes absence of any limits. That reflects the peculiarities of the concept of freedom in Russian that has much to do with rebel rather than any legislated forms of struggle for liberty.

Russian has many words for political notions (often Latin or Greek by origin). But very often they can not be applied to the denotates by the speakers, i.e. to the facts that can be called so. These are such words as *demokratiya* 'democracy', *socialism*, *pravovoye gosudarstvo* 'legislative state' etc.

This fact can be regarded as the testimony of alliance of the Western cognitive representation of the reality.

b) connotations, The words that denote acts of social protest (*zabastovka* 'strike', *protest* 'protest') are negatively estimated by population, even by the electors of communists (These facts were found out by several pools that included questions about connotations of words). The most negative connotations were found for the word *vozmezdnie* 'revenge' though it was widely used in positive sense in Soviet press and literature in contrary to its synonym *mest* 'that always has had negative connotations. (During the Soviet era *zabastovka*, *miting*, *demonstraciya* and other words meaning protest actions were used in Soviet press positively).

This fact can explain why the Russians protest much rarer than Europeans, as these connotations reflect their cognitive representation of the world. Thus linguistic researches help to make analysis of the political situation in this state (that was used by some political groups and parties).

## Frank Brisard, Astrid DeWit

### *The interaction of tense and actionality: The case of zero verb marking in Sranan* (lecture)

It has often been claimed that in Sranan, a Surinamese creole language, there is no dedicated present-tense marker (e.g., Winford 2000: 398). The way in which present-time reference is achieved in Sranan, just like in many other creoles (cf. Holm 2000), is dependent on the actionality type of the verb involved: roughly, stative verbs are zero-marked, while dynamic verbs require the use of a preverbal imperfective marker (*e* in the case of Sranan). Zero-marked dynamic verbs typically involve past or perfect interpretations. Either this zero construction (which is regarded as equally meaningful as overt marking) is analyzed as a marker of perfectivity (Winford 2000) or it is considered ambiguous, allowing various readings depending on the actionality of the bare verb form (e.g., Bickerton 1975). We follow Winford (2000) in that we believe that the zero construction indeed calls for a monosemous account (and thus exhibits one basic meaning for all attested usage types), yet we do not consider it a perfective-aspect marker, but rather one of present tense. Thus, while present-time reference has previously been regarded as more or less derived from aspectual meaning ('perfective' zero and imperfective *e*), our proposal is that Sranan does have a dedicated present-tense marker in the form of zero and that this constitutes its "default" reading with statives. We consider the special meaning triggered by its combination with dynamic verbs as conceptually derived (or "pragmatic").

We will discuss a number of arguments against the analysis of zero as a marker of perfective aspect. This analysis does not explain, for instance, why situations referred to by unmarked stative verbs are typically anchored in the present. Moreover, evidence from the corpus we have studied indicates that zero-marked situations do not always involve a perfective viewpoint.

The alternative analysis we propose is based on the conception of tense as a fundamentally epistemic category, in line with Langacker (1991). According to this view, the semantics of the present tense involves a situation located in the conceptualizer's Immediate Reality (IR), and only in specific contexts will this lead to construals of full and exact temporal overlap with the "ground" or situation of speech (the meaning of the present tense).

On the basis of a corpus study of the uses of zero, we argue that this marker always situates (some aspect of construing) a state of affairs in IR, even in those cases where there is no actual coincidence with the speech event (i.e., with dynamic verbs). As such, the zero construction contrasts with the past-tense marker *ben*, but not with the imperfective marker *e*, with which it collocates to produce a present-imperfective reading.

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### **Geert Brône, Elisabeth Zima**

#### ***Resonance as an intersubjective ad hoc construction. Bridging the gap between construction grammar and online syntax***(lecture)

The various incarnations of construction grammar (CxG) present themselves broadly as usage-based accounts of grammatical patterns in which all levels of linguistic organization are inextricably bound to form symbolic units. Although from its very onset, CxG stresses the conventional association between grammatical form and pragmatic meaning, in the sense that grammatical constructions evoke or are constrained by particular usage situations (Goldberg 1995), it has only recently started to inquire more systematically into the specific constructional repertoire of spoken language situations (Fried & Östman 2005; Günthner & Imo 2006). In doing so, the model aims to live up to its claim as a grammatical theory that takes into account both the cognitive and interactional basis of language.

The present paper ties in with the burgeoning development of a dialogic construction grammar by introducing a dimension of *online syntax* in multi-agent discourse (Du Bois 2001; Auer 2007). Starting point is the basic principle that speakers in a conversational setting aim at maximally aligning their turns in order to establish common ground (Clark 1996; Pickering & Garrod 2004), as illustrated in (1).

(1) (Du Bois 2009: 3; Santa Barbara Corpus of Spoken American English, Deadly Diseases)

- 1 JOANNE;           yet he's still ^healthy.  
2                    He reminds me [of my ^brother].  
3 LEONORE;                               [He's still walking] ^around.  
4                    I don't know how ^healthy he is.

Drawing on the model of dialogic syntax (Du Bois 2009), we argue that in the process of interactional alignment or synchronisation, local constructional routines are established that produce a linear-sequential effect of resonance. In other words, during conversation speakers establish local form-meaning pairings based on the abstraction of templates from co-participants utterances and their reinstatement and extension in a conversation. These *ad hoc* constructions may serve the process of interactionally grounding the ongoing discourse. More specifically, they are stance taking means: by echoing others' discourse contributions, speakers position themselves and their conversational partners vis-à-vis a given stance object (Du Bois 2007). Resonating *ad hoc* constructions hence serve to negotiate the intersubjective relation between speech participants.

In order to empirically support these theoretical claims, we present the results of a systematic corpus-based analysis of the phenomena at hand. On the basis of a large-scale comparable corpus of different genres of interactional language use in German and Dutch (both institutionalized discourse such as journalistic/political debates and spontaneous conversations), we present a quantitative and qualitative analysis of (i) the *cognitive processes* involved in establishing cross-turn mapping relations (such as schematization and extension), (ii) the *interpersonal* aims and *pragmatic* effects of interactional grounding strategies in multi-agent discourse, and (iv) *genre differences* in the complexity and scope of local constructional routines. What thus emerges is an account of the dialogic shaping of grammatical constructions at the interface between usage-based cognitive linguistics and usage-oriented interactional linguistics.

### **Peter Bull, Dr. Pam Wells**

#### ***Adversarial discourse in Prime Minister's Questions***(lecture)

An analysis was conducted of 20 sessions of Prime Minister's Questions (PMQs) in the British House of Commons (April - November, 2007). Ten sessions were with Labour Prime Minister Tony Blair, 10 with his successor Gordon Brown; in all 20 sessions, their opponent was Conservative Party leader David Cameron. In PMQs, Members of Parliament (MPs) are expected to converse through questions and replies, while refraining from "unparliamentary language" (e.g., direct insults to another MP). The aim of the study is to investigate how within these constraints both Prime Minister (PM) and Leader of the Opposition perform face-threatening acts (FTAs) - discourse strategies intended to put their opponent in a bad light. A coding system has been devised, which identifies six distinctive ways in which FTAs are performed in questions, and four distinctive ways in

which the PM may counter FTAs. The typology is intended both to further our understanding of PMQs, and to provide a means whereby the communication skills of the central protagonists may be evaluated. Overall, it is proposed that face aggravation is both sanctioned and rewarded in PMQ discourse.

**Gillian Busch,**

***'Okay everybody jis say grace first' – The interactional accomplishment of grace***(poster)

In some families, grace is a form of prayer said before the commencement of a meal. As a prayer, grace involves particular embodied actions, linguistic form and the regulation of voice (Capps & Ochs, 2002). Previous research has identified three components of prayer, including transitioning into prayer, maintaining prayer and transitioning from prayer (Capps & Ochs, 2002). This paper discusses the mealtime talk of one family where grace is said at the commencement of the family meal. Mealtimes were video-recorded by the family and then transcribed using the Jeffersonian system. Two extended sequences of talk are analysed using the analytic resources of conversation analysis and ethnomethodology. Analysis shows the interactional resources used by the mother to move the children from prior to next positioned matters (Beach, 1993) and to cohort (Lerner, 1993) them ready for the choralling of grace prior to the family meal. The choralling of grace involves conjoined participation that requires voicing the same words at the same time by both the children and the mother. Also explicated is the absence of specific verbal directions about how to accomplish the task of grace, thus, showing how some practices are routine and, as such, do not require step-by-step instruction about how to accomplish the action. Examined in the analysis of the closing of grace is how an adult family member helps a young child to perform the embodied actions of the sign of the cross during the closing of grace. This paper contributes understandings about the interactional resources family members use to accomplish grace at the commencement of a family meal.

**Liliana Cabral Bastos,**

***Identity, violence and gender: Narratives of adolescents in an urban conflict zone***(lecture)

In this paper I address the experience of violence, through the lenses of gender identity, examining narratives produced by young dwellers of an urban conflict zone, under the influence and control of the local drug traffic, in Rio de Janeiro, Brazil. These youngsters attend workshops of a social project, conducted by a multi-professional group of healthcare professionals.

These narratives are analyzed through an interactional approach to discourse (Schiffrin, 1996; Ochs and Capps, 2001; de Finna 2003; Riessman, 2008), that understands narrative as a central practice in social life and as talk about, or in reference to, experience (past, present, hypothetical, future). This talk is organized in more or less canonical forms, considering Labov's (1972) traditional model. I will address the ongoing discussion around these topics, related to narrative functions, structure and design in talk-in-interaction (Georgakopolou, 2006; Bamberg, 2006).

Narrative analysis is very often associated with identity analysis. Following Mishler (1984, 1999), I am considering narratives as identity performances, in which the narrator positions himself in relation to what is told. Students of identity and gender have argued that gender is a powerful discursive organizing force (Cameron, 1998; Moita Lopes, 2006). On the other hand, violence, understood as social phenomenon, is also recognized as such a force: as Caldeira (2000) remarks, everyday talk about fear, violence and crime is made through a simplified code that provides a vocabulary to talk about different aspects of the contemporary social world.

The narratives analyzed in this study were produced in the setting of the healthcare social project mentioned above, the premises of a Carnival association, where cultural and sports activities are offered to young dwellers of the neighboring communities. For the present study, I am considering data generated in 6 focal groups, conducted by two psychologists to evaluate the youngsters' responses to the project, and in 8 research interviews, conducted by undergraduate research assistants and myself. In the narratives presented in such contexts, the following general movements were identified: boys often introduced stories about shootings and death, while girls presented stories about fights with family members, neighbors and school friends, focusing interpersonal relations; boys tended to downgrade their emotions ("shootings? that's normal", "once I went through an unpleasant experience [a shooting]"; while girls declared "I dread shootings". On the other hand, boys talked very easily about helping their mothers with domestic chores, and girls about hitting and pouncing in fights. Some of these findings are coherent with the tradition in gender studies, which have shown how hegemonic masculinities and femininities are constructed in strongly essentialized ways. So, at the same time that stereotypes of the emotional woman and the unemotional man are performed (Lupton, 1998) in talk about violence, resistance to predictable patterns are also performed. This is an interesting result, considering that these narratives were produced in contexts that favored the emergence of traditional and simplified discourses where narrators could have been telling the stories that we (the others, the researchers) expected them to tell, both in focal groups and research interviews.

**Stephanie Caet, Aliyah Morgenstern, Naomi Yamaguchi, & Marie Collombel**  
***Other-repairs in adult-child interaction: Insights about adults' representations of children's linguistic development***(lecture)

In Western cultures, children's language acquisition evolves at the crossroads of their cognitive and linguistic development and of their active participation in dialogues with adult interlocutors who constantly adjust to them. Young children often miss the formal target, either on the phonological, the morpho-syntactic or the semantic level. Analyzing how children and adults cooperate to overcome production or comprehension troubles in repair sequences (Forrester, 2008) can help us understand those interesting moments when the interdependence of "language" and "speech" in interaction is brought to light. In addition, these sequences reflect the mutual influence of linguistic development and socialization in children's language acquisition through the organization of child-adult interactions as socially constructed practices. The study of adults' repairs of children's productions can also give us important insights on their representations of the children's linguistic development.

In the present study, we analyze the evolution of repairs in mother-child interactions in three longitudinal follow-ups from the *Paris Corpus* (Morgenstern & Parrisé, 2007) on the CHILDES database (MacWhinney, 2000) between the age of 1;6 and 3;0. During this period, we observed important differences between the three children's linguistic development. In addition, the three children are raised in similar upper-middle class families but with different conceptions of childhood. These linguistic and social differences are particularly interesting for the study of adults' repairs of children's utterance and their representations of their linguistic, cognitive and communication skills in interaction (Ochs, 1984).

Other-repairs are analysed and coded according to their linguistic level (phonological, morphosyntactic, semantic, or pragmatic). We concentrate our analyses on the high correlation between the adults' types of repairs and the linguistic tools (phonological items, grammatical markers, lexicon, constructions) at the children's disposal. The linguistic levels of repairs change as the children grow up. Repairs on phonology decrease as repairs on morpho-syntax and semantics increase. Pragmatic repairs appear at later stages. Children's uptakes of other-repairs change as well: from simple repetitions of their own utterances to the assimilation of other-repairs. Children change their own productions according to the suggestions directly or indirectly made by their interlocutor.

The comparison between the three children suggests that the linguistic level targeted by the adults and the quantity of repairs evolve according to two main factors:

- the children's actual linguistic, cognitive and social skills;
- the adults' conception of the children's competence.

Both conversational partners play their part according to the cognitive, linguistic social-relational skills that the child develops over time. We point at the evolution of the adults' expectations about their child's linguistic skills: the adults directly or indirectly help their child to be more precise at the phonological level at first, then at the morpho-syntactic level and finally at the semantic and pragmatic levels.

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**Cemal Cakir,**  
***"You can say that again!": Prime context/post context interface in situation-bound utterances***(lecture)

The relationship between semantics and pragmatics is of primary concern in studying meaning (Carston, 2002; Szabo, 2005; Cappelen & Lapore, 2005; Recanati, 2006; Preyer and Peter, 2007). Context plays a key role in explicating meaning relations and properties. Various context dichotomies are used to this end: high/low (Hall, 1976), private/public (Kecskes, 2008), and objective/subjective (Penco, 1999). When situation-bound utterances (SBUs) (Kecskes, 2000; 2003) are analysed and disambiguated, context types help explain various meanings of SBUs. SBUs have both a prime meaning and a post meaning, and reference to prime context and post context is made to locate each meaning. Prime context is the one in which prime meaning is discovered or created, shared, negotiated, globally agreed upon, and mentally codified. However, post meaning is created, shared, negotiated, globally agreed upon, and mentally codified in a post context. Post context is in a relative relation to the prime context. Post context and post meaning can be created by negating, broadening, narrowing, differentiating etc. the prime context and prime meaning. A prime context/post context interface can help disambiguate SBUs. To this end, two hundred advanced learners of English were tested with the SBU "You can say that again!" The SBU was used in its post meaning: "I strongly agree with what you have said." To see whether they understood the prime meaning or post meaning of "You can say that again!", the test was

administered as follows: (a) each learner said something strong about the weather, say, “The weather is bad” [Turn 1], (b) I replied to the utterance with “You can say that again!” [Turn 2], and (c) they were free to interpret Turn 2 in any way they liked and to do/say anything they thought was right as a response to Turn 2. Except for five, all others repeated what they had already said in their first turns, which became Turn 3. A hundred and ninety-five participants misinterpreted “You can say that again!” as “Can you repeat it please?” although it was in the affirmative. Normally, they should not have produced Turn 3, but they decoded “You can say that again!” in its prime meaning (i.e., semantic meaning) in the interrogative and thought that I was asking them to repeat their first turns. Only five learners understood it in its post meaning (i.e., pragmatic meaning). This may imply that foreign language learners tend to use the prime meanings of the SBUs more and to overlook their post meanings. One of the solutions to this problem can be presenting prime and post meanings of the SBUs in their prime and post contexts, and explicating the salient features of both contexts.

### **Adriana Caldiz, Maria Marta Garcia Negroni**

#### ***The polyphonic effect of intense accent in spoken discourse***(lecture)

It is well known that the axiomatic belief that enunciation is attributable to only one voice has long been brought into question. In this line, Ducrot (1984) defines *sense* in terms of a multiplicity of ‘voices’ or ‘points of view’ expressed during the act of enunciating— voices that are enacted as an exchange, a dialogue or even a configuration of several simultaneous discursive characters. The studies carried out within the framework of the Linguistic Theory of Argumentation have demonstrated that the enunciation of full words and other words called ‘tools’ (connectors, operators, modifiers, etc.) reveals the manifestation of diverse argumentative viewpoints towards which the locutor adopts different attitudes. However, this polyphonic nature of language is not always exhibited in an evident and lexical or grammatical way.

In spoken discourse it is frequent that other resources result relevant to the interpretation of meaning. In this work, we will analyse two prosodic features that many times constitute the only signal marking the presence of a new enunciator and which simultaneously evince a reaction on the part of the locutor, who, in turn, adopts a certain position with regard to such viewpoint.

The study of the argumentative value of intonation is fairly recent. In previous works (García Negroni, 1995, 1998a, 2003, 2009), we have described the polyphonic instructions associated to an intense accent in speech. In this line, this accent has been characterized as a constitutive mark of a type of modifier which we have called *surrealisant*. In a similar way, in our analysis of the enunciation of verbs (Caldiz 2007, 2008), we have been able to demonstrate how an emphatic prominence suggests the existence of a new point of view, attributable to an enunciator, which expresses a reversal of the polarity used by the locutor in his utterance.

In this presentation we propose to account for the polyphonic instructions of *intense accent* (or *intense prominence*) and show how it manifests the viewpoints of virtual ‘voices’. Intense accent is characterized by an emphatic prosody. Although this type of accent is not restricted to any particular genre, for this paper we have centred our analysis on academic discourse, which is fertile soil for the study of this intonational feature.

This preliminary work is part of a wider project which seeks to demonstrate that, likewise words or phrases, certain prosodic features expose the polyphonic nature of sense and carry argumentative instructions. For this presentation we have analysed recordings from first degree and postgraduate classes. The data, collected in different colleges, includes speakers of River Plate and Northern Peninsular Spanish. We have selected cases in which the polyphonic function of intonation is unmistakably shown in a marked way.

### **Maria Luisa Carrio Pastor,**

#### ***A contrastive analysis of the coherence structures used by native and non-native writers of English***(lecture)

The coherence structures used by English writers may vary depending not only on the genre of the text but also on the mother tongue of the writer. Effective discourse producers are supposed to be able to produce cohesive ties in the text to make the reader conscious of the full meaning of the text. One example is the discourse included in a specific field. Genres use particular coherence structures that should be ideally a mixture of explicit and implicit cohesion. In this study, our main purpose is to analyse scientific papers of the specific genre of engineering in order to detect the visual and verbal coherence structures used to communicate in an international environment. A further purpose is to contrast the coherence structures used by native English writers and non-native English writers. Finally, we analyse if the coherence structures used are related to text organisation and if it varies depending on the mother tongue of the writer. In order to meet these objectives, twenty engineering papers written by English native writers and twenty articles written by Spanish non-native English writers were analysed. The software *Wordsmithtools 5.0* was used to detect the lexical elements of the texts, furthermore, manual detection of visual elements was carried out in order to observe if the visual elements of the texts reinforced lexical cohesion. The results obtained in this study show that writers use certain language strategies depending on their linguistic background. It establishes a specific way of associating concepts and terms as well as it determines the organisation of texts. Discourse coherence can vary depending on the linguistic background of the writer; nevertheless it does not mean that text understanding varies. Language is used in different ways by

international users and the consciousness of this fact can define the conceptual mapping of text organisation and, as a consequence, the guidelines that lead writers to produce a specific text.

**Vittorina Cecchetto, Magda Stroinska**

***Keep the conversation going! Gricean maxims in old age***(lecture)

This paper continues our research on communication with the elderly and offers some suggestions for those who work in geriatric care. With the demographic challenges resulting from changing population age patterns, we believe that this interface of pragmatics and gerontology is of special significance.

It may seem common sense that in normal, everyday conversation speakers expect their interlocutors to follow the co-operative principle. Some linguists dismiss the need for Gricean maxims as we generally assume that people will do “the right thing” at the right time (cf. Frederking 1996) unless we have a good reason to believe otherwise (cf. Stroinska 1986). But what would be a good reason? We know that culture may be at odds with some of the maxims (Leech 2007) Can age also be a factor that influences the degree to which speakers adhere to the Gricean maxims of conversation? And if so, can the maxims still be defended as relevant for the interpretation of what people have to say?

Many people have had the experience of talking to an elderly parent, relative or friend and realizing with frustration that they did not seem to “co-operate”. Repeating the same stories, telling significantly more than asked for, digressing (i.e. violating the maxim of relevance), or simply recounting events that we know cannot be true are just some of the things that may happen in conversations with elderly interlocutors. This has become “fossilized” in the multitude of stereotypical representations of the aged in popular films or in literature. Though partly fictional and often exaggerated, these representations reflect popular (mis)perceptions of seniors. Using dialogues from a number of main stream English language films depicting elderly people suffering from dementia or Alzheimer’s disease (*The Notebook, Noel, The Mind of a Killer, Away from Her, The Savages, Aurora Borealis, Iris* and *Age Old Friends*), we investigated the extent to which the subjects appear to meet the expectation of obeying the Gricean maxims and how the other (non-senior) participants react to the violations. The results show that most caregivers or relatives react with different levels of frustrations and often try to continuously correct or even ridicule the senior, often resulting in the senior person withdrawing from the conversation. Knowing that they are NOT doing “the right thing,” we tend to insist that they realize their mistakes and reason the way we do. In most cases, this is of course impossible.

However, seniors with mild dementia or suffering from Alzheimer’s disease often make sense according to the reality they are living in and their statements may be consistent with each other within that modified setting. It is not impossible to adapt to that reality and keep the conversation going without necessarily compromising the maxims ourselves. If someone says that their deceased spouse brought them flowers or cookies that morning, a reply that would not frustrate the senior could be “I see you miss him/her” or “S/he always did that, didn’t s/he?” or even “what flowers/ what kind of cookies did s/he bring you?” Since language not only serves the purpose of communication with others but is also the necessary instrument of thought, it may be more important to simply keep the conversation going than to ascertain who is *right*.

With the aging of the baby boom generation we are facing a dramatic increase in the number of seniors and people suffering from dementia, and we will continue to face this situation in the years to come. Anything that can help seniors to retain a grip on reality is of the utmost importance and keeping communication alive may serve this purpose. However, it is also necessary to help caregivers by giving them tools for communicating with patients without frustration. This research will illustrate some very simple and easy to follow guidelines for such tasks.

**Yuh-Fang Chang,**

***The relation between pragmalinguistic competence and sociopragmatic competence in interlanguage pragmatic development***(poster)

While extensive research has been done on L2 learners’ development of pragmatic knowledge, only scant research has addressed the relation between pragmalinguistic competence and sociopragmatic competence in the acquisition of pragmatic competence. The existing literature still leaves us an incomplete picture of the nature of the relation between pragmalinguistic competence and sociopragmatic competence in the development of L2 learners’ pragmatic competence, as the research findings suggest two conflicting patterns: pragmalinguistic competence precedes sociopragmatic competence and vice versa (Rose, 2000). A review of the preceding research demonstrates contradictory views on the relation between sociopragmatic competence and pragmalinguistic competence in the development of L2 pragmatic competence and suggests the need to expand the scope of data analysis in future studies. The present study attempts to shed light on how these two aspects of pragmatic competence are related by collecting both perception and production data and extending the scope of data analysis to analyze the difference in the use of strategy, content and form across situations involving a teacher and a classmate.

This study adopted a cross-sectional approach. Four groups of students participated in the study: 3<sup>rd</sup> grade, 6<sup>th</sup> grade, and 10<sup>th</sup> grade students and college freshmen. Each proficiency level was composed of 60 people (30

males and 30 females). This study utilized data from the discourse completion task. The four scenarios selected were further designed to be limited to the school context and with the classmate and teacher as the hearer/interlocutor. Each scenario was repeated once with a different hearer: student-student interaction and student-teacher interaction. The findings of the present study showed that the relation between pragmalinguistic competence and sociopragmatic competence is dynamic and varies as L 2 learners enter a different developmental stage.

**Siew Kheng Catherine Chua, Lin Tzu-Bin**

**“Join us: Be a teacher”: A comparison of Singaporean and Taiwanese teacher recruitment advertisements**(lecture)

The fast-changing global economy has changed the nature of organisations and created a globalised working environment that demands a constant redefinition of identities and images of the different professions. In recent years, the teaching profession has been exposed to these rapid changes; teachers of today require different knowledge and skills to prepare their students for the future economy. Inevitably, the need to redefine the identities and images of the teaching professions has become a global trend (Cochran-Smith, 2000, 2008; Furlong, 2008; The National Institute of Education, 2009), as this is to ensure that the teaching profession remains relevant to this globalised economy. The government and media play a critical role in the (re)construction of the identities and images of the teaching profession. This paper explores how the government in Singapore and Taiwan redefine the teaching profession in their recruiting advertisements for teachers. Although both Singapore and Taiwan share similar Chinese cultural tradition, Singapore education system is highly centralised and governed by the Ministry of Education (MOE) whereas the Taiwanese system adopts a marketization approach in their educational policies. Using Fairclough’s (2001) Critical Discourse Analysis, this paper compares how the Singapore and Taiwanese governments construct the identities and images of the teaching profession in this new globalised economy.

Cochran-Smith, M. (2000). The future of teacher education: framing the questions that matter. *Teaching education*, 11(1), 13-24.

Cochran-Smith, M. (2008). The new teacher education in the United States: directions forward. *Teachers and teaching*, 14(4), 271-282.

Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis* (pp. 121-138). London: Sage.

Furlong, J. (2008). Making teaching a 21st century profession: Tony Blair's big prize. *Oxford review of education*, 34(6), 727-739.

The National Institute of Education. (2009). *TE21: a teacher education model for the 21st century: a report by the National Institute of Education, Singapore*. Singapore: The National Institute of Education.

**Florencia Cortés-Conde,**

**“Are you speaking to me?” Pronominal use of both ‘Tú & Usted’ in US Spanish-language classified ads.**(poster)

This research explores strategic and pragmatic uses of pronominal forms of address in classified ads placed in Spanish language weeklies in the United States. Pronominal forms of address such as *tú* –2<sup>nd</sup> person informal pronoun— and *usted* –2<sup>nd</sup> person formal pronoun— are said to differentiate social relationship between addressor and addressee along the lines of social distance and social intimacy (Marín 1972; Solé 1978). Pronominal choices in oral production vary across speech communities (Blas Arroyo 1995; Molina 1993; Jaramillo 1995; Castro-Mitchell 1991; Rey 1994; Torrejón 1986; Uber 1985 among others), with a tendency of overall usage of *tú* vs. *usted* in urban settings as opposed rural contexts. Although mass media is less prone to show dialectal variation, in her study Callahan (2000) stated that advertising could manifest shifts occurring in community norms, and “show how advertisers attempt to manipulate consumers through metaphoric appeals to the domains and contexts associated with each form of address.” Callahan’s study compares pronominal use in Spanish, Mexican and Latino West coast press. She concludes there is a progressive shift towards *tú* in all three media, with Latino press showing the more conservative trend. My own research on US weeklies in Virginia, Washington and Maryland area, however, reveals a more complex picture.

In the DC and surrounding suburbs “virtually every Spanish-speaking part of the world is represented” (Hart González: 1985). Thus, this is an ideal space to explore the negotiation of diverse pragmatic uses of these pronominal forms. In the 600 ads examined, there were four strategies: *usted*, *tú*, avoidance of pronominal use (i.e. *Llamar al ...*), and the use of both forms within the same ad. My present research wishes to explore the strategy used by this last subset of classifieds – Llame hoy, no pierda esta oportunidad. (...) “Tú podrías ser un profesional del servicio doméstico”[*Call now, don’t miss this opportunity (...)* “*You could be a domestic service professional*”]. My contention is that the ‘inclusive’ strategy of the ads is an indicator of the fluid identity of the speech community they address. These ads place formal and informal pronouns in quotation or in separate boxes, which indicates that more than a show of ‘linguistic insecurity’ they are an attempt to appeal to a diverse

audience with divergent pragmatic practices. Although the objective of advertisers is to reproduce language practices that will persuade their audience to identify with the product (Callahan 56), the audience in this case has fluctuating practices. To explore these practices, I aim to study the meaning and interpretation of the dual use of *usted* and *tú* done by potential addressees. Ethnographic interviews and questionnaires with the ads as prompting material, will elicit a more in-depth understanding of these pronominal usage. Through this triangulation I hope to reveal the constant effort of Spanish speakers in the US— coming from Guatemala, El Salvador, Dominican Republic, Mexico among other Latin American countries – to negotiate divergent pragmatic practices.

**Julia da Silva Marinho, Edwiges Maria Morato**

***Linguistics aspects involved in sequences of prompting in aphasia***(poster)

In neurolinguistic studies focusing on analyses of therapeutic impaired approach, the term *prompting* has been often understood, among others, as a compensatory mechanism. In other words, the patient - usually someone with great difficulty to express or evoke linguistic elements – uses such a facilitating mechanism, with the interlocutor's help, to express what s/he wants to say. In most cases, it is defined as a clue or hint for obtaining a specific goal: the interlocutor provides a spoken or gestural outline in order to facilitate the phonetic-phonological implementation, parts of words or even whole words, to permit meaning retrieval and lexical-semantic processing. By either a memory or a linguistic deficit, prompting acts in facilitating verbal expression, and is hardly provided or produced spontaneously by the aphasic subject. In this case, it is assumed that the therapist or the interlocutor knows the deficits that underlie the problem of verbal evocation or of a particular neurolinguistic pathological problem.

However, in the context of non-pathological language we can also observe occurrences of the phenomenon both in moments of lapses, in the process of reference construction and on the development of the discourse topic. In these moments, there are common phenomena such as hesitations, pauses, repetitions, reformulations, repair, corrections, etc.

In this study, prompting is regarded as a phenomenon linked to linguistic-interactional practices, that is, it is a process or resource of language co-construction in interactional situations, especially in face-to-face conversations. Prompting is not just a clinical-therapeutic method, as can be seen in some previously cited works, but consists of interactional practices that occur in different contexts and in different ways, such as, for example, a word that may be fraught with meaning, urging the interlocutor to talk about it or about something related to it: a song or an image can trigger a text, a gesture or a nod might indicate that we share the same idea, stimulating us to keep the construction of a particular argument. Several other triggers and phenomena will serve as "triggers" for communication and meaning.

From that perspective, prompting can be considered a complex process of co-semiosis (such as speaking, writing, gesture, etc.) with which the interlocutors exert various processes of meaning that inter-operate in understanding and in the interpretation of meaning, which are not always disclosed in explicit way.

Given this brief explanation we hope to set better conceptual contours to the phenomenon of prompting in its various configurations and registers, by describing the conditions and the linguistic-interactional contexts conducive to its occurrence. We also aim at characterizing what motivates aphasics to opt in response to prompting - through speech, writing or gesture - when confronted with specific difficulties in oral production.

To achieve the desired goal in the scope of this research we worked with a corpus of spoken and written productions extracted in different practices and activities in a Brazilian Aphasic Social Group, Centro de Convivência de Afásicos (CCA), IEL/Unicamp.

**Jennifer Dailey-O'Cain, Grit Liebscher**

***Language alternation in repair in the construction of identity and language ideology***(lecture)

Repair as a conversational mechanism, as it was described by Schegloff, Jefferson and Sacks in their seminal 1977 paper, has been studied from a number of different perspectives and in different kinds of data. One of the more recent avenues of this kind of research has been to understand the local organization of interactional repair in its connection to larger macrosocietal issues (e.g. Maheux-Pelletier and Golato, 2008). We follow this line of research by investigating the ways in which repair, in connection with language alternation, is linked to the construction of identity and ideology.

The data for this investigation comes from about 100 hours of audio-recorded conversational interviews with German-speaking immigrants and their descendants in Canada. These data were collected as part of a larger project on language and identity of this group. From these recordings, which were conducted in German, English, or a combination of both, instances have been identified and analyzed in which German-English language alternation within one turn or between adjacent turns is part of a repair. This includes repairs initiated and resolved by the speaker as well as repairs initiated and/or resolved by another interviewee or the interviewer. Our focus is on selected instances in which these repairs and language alternations are involved in the construction of identity and ideology. More specifically, we argue that through these instances, participants

negotiate membership categorization (Sacks, 1992) as well as perceptions about languages and linguistic varieties.

Maheux-Pelletier, G., & Golato, A. (2008). The organization of repair and membership categorization in French. *Language in Society*, 37(5), 689-712.

Sacks, H. (1992). *Lectures on conversation*. Gail Jefferson (ed.), introduction by Emanuel A. Schegloff. Oxford: Blackwell.

Schegloff, E. A., Jefferson, G. and Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language* 53(2).361-382.

### **Susan Danby, Michael Emmison, & Carly W. Butler**

#### ***Invoking moral orders on a children's helpline: How counsellors and clients investigate accounts of affective stances***(lecture)

In this paper, we investigate counsellors' and clients' interactional and moral practices in interactions on an Australian children and young people's helpline. While children's and young people's moral practices typically goes unacknowledged and unappreciated by adults, counsellors are one category of adult who appear not to work within the normalised expectations of adult-child roles and interactions regarding matters of morality. As a counsellor's job is to listen, their attention is focused directly on what the client is conveying. They attempt to show a professionally neutral stance with their clients who report their troubles. Further, they tend to avoid explicit negative assessments of a client's moral stance.

Data for this paper consists of transcripts of audiorecorded telephone calls to the children's and young people's helpline, the only Australian national helpline that deals specifically and typically with a population of callers aged up to 25 years, although most callers are teenagers. Contact most often is made by telephone although clients also use web-based chat and email.

We show how the clients display their affective stances in their reports to the counsellors about matters that concern them, such as their accounts of disputes with family members or friends. We then show how the counsellors and clients together invoke differing moral orders. We show how the counsellor explores the client's moral stance. In particular, we focus on how counsellors interact with clients who present stances that sanction and negatively evaluate the behaviours of others while positioning themselves as morally respectable. In these instances, we show how the counsellors work with the clients to suggest alternate moral stances, through empathic receipts and problem formulation, in ways to minimise or soften the asymmetric organization of adult-child relations. A key resource for the counsellor is the use of the age device as a way of proposing an alternative moral stance and consideration of the matter. We see how moral orders are contingently assembled, displayed and evaluated. Such analysis offers understandings of the ways that counsellors make visible their interactional and moral stances within call interactions.

### **Helge Daniëls,**

#### ***The soap war at Al-Jazeera: The debate concerning Arab soap operas and national identity***(lecture)

This paper attempts to analyse how different aspects of Arab identity are discursively negotiated in debates concerning the production and consumption of soap operas via Arab satellite channels. This analysis will be based on a micro-analysis of three episodes of the polemical debate program "*Al-ittijah al-mu'akis*" (The opposite direction) on the Arab satellite channel Al-Jazeera. The first episode deals with the topic of the permissibility of the broadcasting of soap operas dubbed in Arabic. The second one tackles the competition between Syrian and Egyptian productions, while the third one deals with the quality of soaps that are broadcasted during Ramadan. All three episodes were broadcasted between September and August 2008.

The point of departure of this analysis is that the Arab media can be considered as being hybrid, e.g. moving in a field of tension between "authenticity" (often associated with Arab and Islamic values) and "western influence" (often associated with modernity). Another field of tension in the Arab media is that of the media as a diffuser of "information" and "entertainment", and that between "pan-Arab identity" and "national/local identity." This means, among other things, that these relations are constantly being negotiated explicitly, as well as implicitly. While the first two fields of tension tend to receive explicit attention in the media itself (e.g. in debate programs), the third one is dealt with rather implicitly.

The analysis will be built on an in depth analysis of

1. the explicit and implicit arguments that are deployed in the debates concerning soaps, specifically arguments concerning authenticity and modernity, or rather what is perceived as such
2. patterns of language variability in the debates themselves, by analyzing instances of code switching and code mixing

Even though the explicit norm for "serious" programs is the use of Modern Standard Arabic (*fusha*), while the use of other varieties of Arabic (e.g. vernaculars, colloquials, etc., '*ammiya*') is associated with "lighter" programs and entertainment, participants in "serious" talk and debate shows tend to switch consciously and unconsciously between different language registers depending on the topic, emotions, etc. Moreover speakers

tend to be influenced by the language use of the other participants in the conversation. As will be shown, the participants in the debate program (as well as the moderator) tend to develop linguistic strategies in order to stress different aspects of their identity (e.g. pan-Arab versus national/local identity).

**Carlos de Pablos Ortega,**

***The Pragmatic Representation of Thanking in English and Spanish***(lecture)

Finding a consistent and heterogeneous linguistic corpus for the analysis of gratitude in naturally occurring situations is a major challenge. This is due to the fact that thanking is a speech act which can be performed in numerous contexts and, for its analysis, many crucial variables need to be taken into consideration (eg. social distance, gender, age, etc.) which are difficult to control. As a consequence, not much research has been conducted into the analysis of thanking from a pragmatic standpoint which takes into account a wider range of variables.

To date, most research on thanking has been carried out by exploring the way in which it is performed and by establishing its relationship with other speech acts within the same language (see for example Coulmas, 1981; Aijmer, 1996). Other researchers have analyzed its performance by native and non-native speakers of a language (Eisenstein and Bodman, 1986; Dumitrescu, 2005; Hickey, 2005 and de Pablos-Ortega, 2010), and some other studies have aimed at highlighting the differences in thanking formulae between English and other languages: English-Italian (Aston, 1995) or English-Spanish (Díaz, 2003).

The aim of the study, on which this paper is based, was to explore thanking contrastively in English (Britain) and in Spanish (Spain) from a pragmatic viewpoint by looking at specific variables such as context and relationship between interlocutors. For the purpose of this investigation, a corpus of 128 coursebooks (64 for each language) for the teaching and learning of Spanish and English as foreign languages was used. It is important to highlight that, although these corpora might present potential limitations, the coursebooks for the teaching and learning of foreign languages are aimed at portraying communicative situations and linguistic patterns close to the way in which they naturally occur in both cultures.

The main objective was to examine how gratitude is represented in these materials and when and in which specific communicative situations the speech act of thanking was used. Situations were first extracted, then quantified and finally classified according to their function, from a pragmatic perspective. The coursebooks were published in the UK and in Spain between 1985 and 2010 and aimed at A1 to C1 linguistic proficiency levels (Common European Framework of Reference for Languages).

Results of the preliminary analysis confirmed a significant difference in the number of thanking expressions in both corpora and some discrepancies in the pragmatic use of this speech act in both languages.

Aston, Guy, 1995. *Say Thank You: Some Pragmatic Constraints in Conversational Closings*. *Applied Linguistics* 16, 57-86.

Coulmas, Florian, 1981. *Poison to Your Soul: Thanks and Apologies Contrastively Viewed*. In: F. Coulmas (Eds.), *Conversational Routine: Explorations in Standardized Communication Situations and Prepatterned Speech*. Mouton Publishers. The Netherlands, pp. 69-91.

De Pablos Ortega, Carlos, 2010. *Attitudes of English speakers towards thanking in Spanish*. *Pragmatics* 20 (2), 201-222.

Díaz Pérez, Francisco J., 2003. *La cortesía verbal en inglés y en español*. *Actos de habla y pragmática intercultural*. Universidad de Jaén. Jaén.

Dumitrescu, Domnita, 2005. *Una comparación entre la competencia pragmática de los estudiantes nativos y no nativos del español en California, Estados Unidos*. In: J. Murillo Medrano (Eds.), *Actas del Segundo Coloquio del Programa EDICE: Actos de habla y cortesía en distintas variedades del español: Perspectivas teóricas y metodológicas*. Programa EDICE. [www.edice.org](http://www.edice.org), pp. 375-406.

Eisenstein, Miriam, and Jean W. Bodman (1986) *"I very appreciate": Expressions of gratitude by native and non-native speakers of American English*. *Applied Linguistics* 7: 167-185.

Hickey, Leo, 2005. *Politeness in Spain: Thanks but no Thanks*. In: L. Hickey y M. Stewart (Eds.), *Politeness in Europe*. *Multilingual Matters*, Clevedon, pp. 317-330.

**Geneviève de Weck, Somayeh Rahmati, Anne Salazar Orvig, Tiziana Bignasca, & Stefano Rezzonico**

***Children's reactions to maternal scaffolding in a wordless picture-book storytelling: Comparison of SLI and typically developing mother-child dyads***(lecture)

The picture-book storytelling seems to be a common activity in mother-child dyads from the early age. Mothers usually display different scaffolding strategies to involve the child in the storytelling process. Researches have shown the importance of these strategies in typical language development (TD) as well as the existence of some variations in the maternal scaffolding related to the age of the children (D'Odorico *et al.*, 1999), maternal styles (Fivush & Frumhoff, 1988), socio-cultural aspects (Bernicot, Comeau & Feider, 1994) or interactional settings (Snow & Goldfield, 1983). Comparing dyads with TD and those with children presenting specific language impairment (SLI), researchers have also pointed out similarities and specificities (de Weck, 2001). However,

little is known about how children with and without SLI react to scaffoldings. The research presented here deals with this issue.

A sample of 43 French-speaking dyads (including 25 mother-TD child dyads aged from 4 to 7 and 18 mother-SLI child dyads aged from 5 to 7) have been audio- and video-taped during a storytelling activity. A wordless picture-book was presented to mother-child dyads and they were asked to tell a story together as they are used to doing at home. The interactions were transcribed and analyzed looking at the mothers' scaffolding strategies and at the children's reactions.

Among these strategies, we choose to focus on reactions to the most frequent ones: the *wh*-questions (except *why* and *how* questions) which concern the unfolding of the storytelling, characters and events appearing or happening in the book. Mothers seem to use them in order to guide the accomplishment of the activity and to involve the children in the storytelling. Reactions have been classified as minimal answers (when children give the strictly necessary content to satisfy the request), developed answers (when children, in addition to satisfy the request, add other and non-explicitly asked information), "I don't know"-like answers and the case of absence of reaction. Reactions have also been analysed in terms of conformity to the mothers' questions. We considered reactions of the children as conform (to mothers' expectations) when mothers accept the reaction and non-conform when mothers explicitly refuse the reaction in term of content.

Results show a preference for minimal answers for all the children. Although, we noticed that children with TD aged from 5 to 7 provide significantly more developed answers. This difference seems to be emphasized when looking only at open-ended *wh*-questions. Poor occurrence of "I don't know answers" and absence of reaction have been observed for the whole population. When we deepen, even if for all the three groups conform answers are dominant, we can observe that children with SLI produce significantly lower conform answers to the maternal factual questions than children with TD.

The results of this research are discussed within the framework of pragmatic studies on language development and contribute to a better understanding of specific language impairment, particularly in the field of dialogue co-construction

**Eleanor Dean,**

***Epistemological Inequity: Problematizing the discourse of a collaborative curriculum from British Columbia***(lecture)

This paper reports on analyses of a newly established English Language Arts programme in British Columbia entitled *English 12 First Peoples*. In a departure from traditional methods of development, the course was created through collaboration between governmental and non-governmental organisations, encompassing both Aboriginal and Non-Aboriginal opinions at various stages. Whilst symbolising a revaluing of Indigenous epistemology inside the dominant educational paradigm and attempting to legitimate Indigenous voices in a more equitable fashion within the secondary education system, the author argues that the linguistic and discursive strategies utilised within the curriculum documents nevertheless work to highlight difficulties surrounding inclusivity, integration and inequity within education. Through close linguistic analysis, this presentation reveals problems of discursive clarity and comparison within collaborative curriculum discourse, and suggests that attention to discursive settlements from a critical discourse perspective may provide further tools for the development of collaborative curriculum.

**Kamila Debowska, Katarzyna Budzynska**

***The role of intuitive and reflective inferences in the study of argumentative discourse***(lecture)

The main objective of the present paper is to integrate the study of cognitive science and discourse analysis. The rudimentary assumption is that the massive modularity framework can effectively explain the study of goals, effects and effectiveness in argumentative discourse. The modular approach is considered here as a departure point for the consideration of the dualistic perspective of reasoning (cf. Mercier and Sperber 2009, Mercier and Sperber forthcoming, Sperber and Wilson 2002). Therefore, both intuitive and reflective inferences are of special interest to the paper. The novel contribution offered by the paper is that both intuitive and reflective inferences take part in the recognition of the goal/s of an individual agent and the effects of a dialogue. Among the concepts crucial in the explanation of the relation between reflective inferences and a possible effect are both the goal of argumentative dialogue and the goal of an agent. The paper shows that the relation between the reflective inferences and the possible effect may be mediated by individual goals of the agent. It is thus stressed that the intuitive output of argumentative module exemplifying the links between an argument and a conclusion helps to recognize the individual goals which may change the expected results. The study of a specific type of argumentative discourse, i.e., dialogues aiming at resolution of a dispute shows that the recognition of persuasive (egoistic), collaborative or passive goal of an individual agent or a mixture of these leads to the creation of at least five new definitions of dialogues with conflict resolution. Relying on these definitions allows to presuppose at least eight possible effects of a dialogue from the perspective of one agent or their graded mixtures (fully unsuccessful persuasion and fully unsuccessful collaboration, fully successful persuasion and fully successful

collaboration, partially successful persuasion and partially successful collaboration, over-successful persuasion and over-successful collaboration). In other words, reflective reasoning enables mediation between the recognized goals and the possible effects and allows to acknowledge the local effects at every stage of a dialogue (cf. Jacobs et al. 1991). For the analyst of argumentative discourse, the existence of comprehension module ensures cognitive efficiency, allowing for the retention of the balance between costs and effects and directing the analyst towards the most accessible interpretation of argument-conclusion relationship. The existence of the argumentative module allows, in turn, for the conscious consideration of pro-arguments and facilitates also the recognition of fallacious, weak and strong arguments in relation to the individual goals.

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Mercier, Hugo -- Dan Sperber. 2009. “Intuitive and reflective inferences”, in Evans, J. St. B.

**Gerald Delahunty,**

***Loose talk and “loose thought”: Relevance theory, style, and the indication of context***(poster)

Should a general pragmatic theory, e.g., Relevance Theory (RT) (Sperber and Wilson 1995), be able to account for the occurrence and characteristics of the spectrum of utterance types ranging from the incoherent, e.g., “No. Do you know erm you know where the erm go over to er go over erm where the fire station is not the one that white white” (Leech 1998) to the well-wrought, e.g., “It is sometimes said that style is the man. We would rather say it is the relationship” (Sperber and Wilson 1995: 217)? And if it should, can it? The answer to both questions is “Yes.” Because it allows for both the indication as well as the communication of information, RT’s conception of style can provide the basis for the account.

Though RT was developed, using analyst-constructed data, primarily to account for communicated meanings, researchers have recently begun to explore its applicability to corpus data (e.g., Jary 2008) and non-communicated aspects of interaction, including certain non-communicated aspects of prosody (Wilson and Wharton 2006); non-verbal communication (Wharton 2009); aspects of spoken language (e.g., Biber et al 1999); aspects of electronic language (e.g., Collot and Belmore 1996); and certain aspects of conversation, with its false starts, hesitations, vague lexis, and syntactic discontinuities Delahunty (2008, 2009).

RT assumes that each utterance interprets a (relatively) determinate thought, to which it is more or less faithful. Less faithful interpretations are said to be “loose talk,” e.g., approximations, metaphors. However, thinking, like utterance production and interpretation, requires effort, which is constrained by many factors, of which time is singularly important, though it interacts with constraints imposed by the interactional situation. Interaction types differ in the constraints they impose and the resources they make available, e.g., conversation imposes an economy on the distribution of turns-at-talk: a speaker is allowed one turn construction unit, at the end of which s/he may be replaced by another speaker, while the transition from speaker to speaker is expected to be accomplished with no gap and no overlap (Sacks et al 1974). (Conversation-like, on-line communication imposes analogous constraints.) These constraints militate against complete, integrated, and orderly thinking, and consequently against complete, integrated, and orderly utterances. Such utterances include natural and conventional indicators of the inchoateness of the thoughts they interpret—what I call “loose thought”—e.g., filled pauses indicate (at least) the speaker’s desire to retain their turn so as to provide an optimally relevant utterance, while vague, hedged, and fixed expressions indicate (at least) temporally constrained lexical look-up, whereas the wide lexical range of highly edited language creates impressions of careful production, semantic specificity, accuracy and authority, and creates expectations that deep processing will pay off, and of responses that are similarly careful and “accommodative” (e.g., Giles and Powesland 1975/1997).

This paper will show how RT’s conception of style can account for the characteristics of utterances displaying indicators of the conditions in which they were produced, particularly of relatively unplanned, on-line and of relatively planned, off-line production: facets of utterances, produced accidentally, covertly or overtly, function as indicators of various sorts, providing clues, including “contextualization cues” (Gumperz 2001), to interpreters about producers’ abilities and preferences, which are not merely personal abilities and preferences, but incorporate contextual constraints and resources that derive from the personal, interactional, social, cultural, temporal, and spatial characteristics of the interaction, as well as the effects of different modes and channels, all areas of active current research.

**Sergio Di Sano,**

***How speakers and addressees collaborate using speech and gesture in a referential communication task? An experimental research with children and adults***(lecture)

Past research on multimodal reference has dealt with two questions. The first one is about multimodal selection: How people select information to produce a multimodal referential expression? Many studies have shown the role of deictic gesture to locate objects (Cremers 1996; Bangertter, 2004; Piweck, 2007) and the role of iconic gestures to represent features (Holler and Stevens, 2007) in different tasks. The second question has involved

multimodal collaboration: How people coordinate when they share the workspace and can use gestures in effective way. The second question has investigate how conversation is shaped by visual and spoken evidence (Brennan, 1990, 2005; Hanna and Brennan, 2007; Brennan et al., 2007) and the way speakers produce referential utterances while monitoring addressees for understanding (Clark and Krych, 2004).

The current experiment investigates how speakers and addressees collaborate during conversation in real-time choosing to use vocal and/or gestural actions using the building-blocks task devised by Clark and Krych's (2004). This is an experimental situation in which the participants are free to interact while they perform a task with clearly defined purpose (the construction of a model with blocks of Lego by one participant). The task has been adapted to elementary school children.

Third-grade, fifth-grade children and undergraduate students participated at the experiment (8 couples for each group). The task involved the interaction between a director, who had a prototype for each model, and a builder who had a set of loose Lego blocks. The task of the builder was to assemble the blocks reproducing the prototype. The director could see the workspace of the builder, but the builder could not see the prototype of the director. They could freely interact in the absence of the experimenter, but were videotaped. There were 6 models of Lego constructions made of seven blocks of four different colours.

For each pair, the number of mistaken models and the average time for session has been calculated. The gestures made by the Director have been classified in three categories (deictic, iconic and conventional gestures) and iconic gestures were divided in three subcategories (shape/size, orientation, action) depending on the kind of information involved. The gestures made by the Builder have been classified in three categories (exhibiting, pointing, ponting). The agreement between judges was over 90%. Qualitative analyses have been done about the grounding process and the cross-timing of actions (Clark and Krych, 2004).

Results show both quantitative and qualitative changes with age. Children take more time and use more gestures and different strategies in solving the task, but there are not significant differences in the number of errors. The conclusion is that many constraints are involved in the task and also younger children can make good use of their abilities and can exploit affordances of collaboration so to give a performance not less, if not higher than that of adults

## **Doris Dippold,**

### ***The management of rapport in culturally diverse classrooms: Tutors' pedagogic beliefs and repair strategies***(lecture)

This paper investigates how tutors' pedagogic beliefs translate into the repair strategies they employ in intercultural classroom encounters and makes suggestions for how tutors and students can be prepared for such encounters.

Repair, defined by Seedhouse (1997) as "the treatment of trouble occurring in interactive language use" (p. 548), serves two main aims in classroom interaction: as the third turn of the classical IRF sequence, the repair turn provides feedback to students (e.g. McHoul 1999, Smit 2010, Seedhouse 1997). Moreover, repair is used by tutors and students to construct their respective identities and negotiate their relationship with each other (Liebscher & Daily-O'Cain 2003, Garton 2007).

The implications for the management or interpersonal rapport (Spencer-Oatey 2000) are numerous: not only may repair threaten the rapport between tutors and students by infringing on students' quality face (their claim to particular abilities and competences) and equity rights (their entitlement to fair treatment), but the way in which it is delivered also has repercussions for the social roles tutors and students wish to uphold (identity face) and for the kind of mutual relationship they believe to be entitled to (association rights). In situations with participants from different cultures, an additional layer of complexity is added by the fact that participants may hold different beliefs and expectations regarding those four dimensions of rapport management.

This paper draws on two lessons (Accounting, Oral English) in culturally diverse classrooms and on interviews with participating tutors and students. It shows that tutors perform a constant balancing act between different rapport aims, e.g. the desire to make students feel comfortable while being clear about what they are expected to know. Individual repair patterns can be traced back to tutors' pedagogic beliefs, resulting in a diverse picture of repair strategies: while in the Oral English Class, students are often encouraged to self-repair or repair their peers' contributions, direct and unmitigated repair, completed by the tutor, was common in the Accounting class. Rather than suggesting an orientation towards neglect of rapport, the interviews show that tutors always made pedagogic decisions with due consideration for rapport. Consequently, as proposed earlier by Smit (2010) and Seedhouse (1997), direct and unmitigated repair may not necessarily be face-threatening to students, in particular when other rapport aims can be attained through its use. Thus, repair strategies need to be evaluated with the individual context in which they occur (subject area, class aims etc.) and students' and tutors' expectations in mind. Moreover, researching repair in the classroom requires a focus on the collective rather than just on the interaction of the tutor with an individual student.

The results of this research suggest that combining the micro-analytical methods of applied linguistics with the introspective methods used in the education domain could be a powerful tool in bringing together two branches of research on intercultural interactions in higher education settings that have, so far, operated more or less separately. Moreover, programmes preparing tutors and students in HE institutions for such encounters should

avoid essentialist approaches that are in danger of stereotyping behaviours. Rather, tutors and students should be trained to be 'reflective practitioners' (Jones & Stubbe 2003) and be encouraged to explore how their expectations are linked with their own practices, and their perceptions of others' practices in classroom encounters.

**Una Dirks,**

***Coherence of the Iraq war discourse in relation to typical genre patterns: "Interpretive explanatory" findings about narratives and their lack of evidentiality***(lecture)

My presentation is based on the results of a three year's project on genre-specific medializations of the Iraq war in the German and US-American quality press (Dirks 2010). Drawing on a front-page articles' (ca. 180) and picture corpus (ca. 50) of the WP, NYT, FAZ, and SZ as well as on 22 expert interviews with the papers' journalists, the project's outcomes will be used for providing cross-disciplinary insights into specific coherence phenomena and their correlations with or even dependence on specific generic potentials and constraints.

The research design comprises a multi-method, praxeological and social-semiotic approach (Grounded Theory, Documentary Genre Analysis) within the framework of an 'interpretive explanatory' epistemology following Max Weber (1988 [1913]) from a text production perspective. Against this background, genres are conceived as (temporary) aggregations of dynamic agency/structure complexes that cover any kind of functional moves and communicative acts, which offer its users (incl. producers) more or less typical, situation-bound opportunities for coping with specific social requirements (cf. Luckmann 1995), like having to report on the purported war reasons in the wake of the Iraq war. As a result of cross-media and -genre comparisons, a genre pattern typology has been developed that allows conclusions about trans-/national similarities and differences of the papers' genre practices.

In my talk, I will provide data-driven evidence for coherence relations within specific genres of the Iraq war discourse. The coherent impact will be explained with regard to lexical cohesion (e.g. specific collocations), thematic progressions in line with the "orbital principle" (cf. White 2000) and specific layout features, as well as to networks of conceptual metaphors and frames. Next, these findings will be searched for reasons, why the re-/constructed genre routines lack properties of evidentiality (cf. Aikhenvald 2004) that, for instance, could have challenged the topical information-status attributed to the widely presupposed proof of the existence of the Weapons of Mass Destruction (cf. "objective evidence", Weber 1988 [1913]). Moreover, I will focus on diverse meta-communicative efforts, particularly the US-American journalists have made to 'decamouflage' "qualitative evidence" (ibid.) for the inferred politicians' goals (cf. the genre pattern *decamouflage of the Iraqi threat as a singular construct of the US-Administration*) or to embed the reported soundbites by creating a referential distance to the head (e.g. "cited *what he called*"). However, those FTA's and comment-like descriptors do not reach the stage of a counter-narrative to the mostly war-enhancing genre moves.

The interpretive explanations of discourse coherence phenomena will be summed up by drawing on a praxeological theory of action

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**Lillian Marcia Ferreira Divan, Sonia Bittencourt Silveira**

***Positioning and categorization: Rhetorical devices used in a conflict situation***(lecture)

Adopting an interactional perspective on discourse studies, whereby the speech is rhetorically oriented to the communicative goals of the participants of the interaction, we examine how the process of positioning (Davis & Harré, 1990, Langenhove & Harré, 1999, Harré, 2005) and categorization (Sacks, 1972, 1992) are used as rhetorical resources by the participants in a conflict situation to display their points of view and to attribute and / or escape responsibility. We analyze speech-in-interaction data, audio-recorded and transcribed according to the methodological orientations of Conversation Analysis, in a qualitative-interpretative research design. The categorization activity is here defined as something we do at speech to accomplish communicative actions like persuading, blaming, criticizing, refuting, etc., and as self positioning discursive practices. The positioning can be understood as the discursive constructions of the personal storylines that make the actions of the people intelligible and locate the members of the conversation in specific positions. Through the use of categories, the participants may put themselves or the others in certain positions in discourse in order to achieve the communicative goals that orientate the interaction.

**Jasmina Djordjevic,**

***The Cogno-Cultural Approach to Equivalence in Scientific, Professional and Official Translation***(lecture)

Scientific, professional and official translations (SPOTs) largely depend upon the proper understanding of the conceptual domain of both the Source Language (SL) and the Target Language (TL). It is of crucial importance to find a good equivalent in the TL for particular units in the SL that are culture specific. Otherwise, the meaning of the Target Text (TT) may be imprecise and inaccurate. Given the basic premises that the language of one community is a product or artefact of culture produced by that community and that a particular community may be defined by its specific model of conceptualizing the reality they live in, it may be said that a scientific, professional and official discourse is an artefact of culture produced by a community in accordance with the model of conceptualising reality characteristic for that community. Thus the translation of a scientific, professional or official text is the transfer of an artefact (the scientific, professional and official discourse) from the source model of conceptualising into an equivalent target model of conceptualising, whereby the equivalent models of conceptualising will most likely differ in some aspect, because the respective models of conceptualising are limited and conditioned by the existing artefacts created in the community speaking the TL. Some techniques or strategies may be applied in SPOTs to surpass the problem of equivalence. Two very helpful strategies are localisation and transposition and they are based on a cogno-cultural approach to equivalence which implies understanding and analysing the unit to translate within the SL conceptual domain and its appropriate transfer (translation) into the TL conceptual domain. This transfer is almost like a conceptual shift between the conceptual mapping systems of the source and target languages.

The aim of this article is to offer an overview of important issues regarding equivalence, an introduction to the cogno-cultural approach to translation as well as a short presentation of the localisation and transposition techniques for the successful realisation of SPOTs as based on the cogno-cultural approach.

**Anna H.-J. Do,**

***Korean CDMs and Their Role in Register Variation: Evidence from a Corpus*** (lecture)

Contrastive Discourse Markers (hereafter, CDMs) are expressions such as *but*, *however*, *despite*, *although*, and *nevertheless* that signal a relationship of contrast or dissonance between two discourse segments (Fraser, 2006b). They have received attention from linguists concerned with the role of context in utterance interpretation (e.g., Lakoff, 1971; Abraham, 1979; Blakemore, 2002; Fraser, 2006).

Halliday *et al.* (1964:77) describe a register as "a variety according to use, in the sense that each speaker has a range of varieties and chooses between them at different times." Linguistically, registers can vary lexically, phonologically, and morpho-syntactically. More recently, Biber and Conrad (2009: 6) define a register as "a variety associated with a particular situation of use (including particular communicative purposes)."

The present study explores the ways in which six Korean CDMs, *-una/kulena*, *-ciman/kulehciman*, and *-nuntey/kulentey* – all of which can roughly be translated as *but* in English – are utilized in various contexts. By employing a corpus of naturally occurring texts, this study examines the distribution of the Korean CDMs across various spoken and written texts to see if the use of the Korean CDMs can be characterized as linguistic indicators of register. The present study focuses on discovering the frequencies of occurrences of the six Korean CDMs in such various registers as newspapers, lectures, and informal spontaneous conversations, and investigates which Korean CDMs are more commonly used in one register than in another register.

This study reveals that various registers such as formal *vs.* informal, spoken *vs.* written, interactive *vs.* monologic, and planned *vs.* spontaneous play a part in triggering the use of specific CDMs. Unlike the English usage of *but* or *however*, which does not depend upon register, the present study has found that choice of certain CDMs, by the users of the Korean language, does hinge on register variation. The Korean system of CDMs sheds light on how sociolinguistic aspects of context play a role in the use of CDMs.

**Angela Downing,**

***Making a bid for dominance. Surely as an indexical of entitlement in interactional discourse***(lecture)

In this ongoing research, I put forward the claim that in present-day British English the pragmatic marker *surely* can be used to externalise and index dominance in varying degrees in interactive discourse. In his study on intonation Brazil postulates, for purpose-driven language, a general condition of shared understanding of which participant is in control of the discourse at any one time (1985). Certain types of participant are traditionally in control: teachers, doctors and interviewers are the ones who ask questions. Their recipients, however, may on occasion compete for control. Where there is no prior distribution of roles, there may be an ongoing albeit incipient competition for dominance. The dominant speaker, Brazil claims, has the choice of superimposing or not superimposing on an utterance an increment of communicative value. In such scenarios, I would suggest that *surely* may be used as the 'incremental' step of communicative value that is associated with dominance at that point in the discourse.

However, the flexibility of position of present-day *surely*, together with a degree of prosodic and rhetorical strength enable, I claim, a less-than-dominant speaker to make a bid for dominance, impelled by the desire to make one's own voiced opinion heard. Knowledge, status and entitlement, but even simple common sense, constitute the confidence base of *surely*-users. Furthermore, *surely* foregrounds the speaker's expectation that his or her status as the controller of the discourse at that point will be recognised by the co-participants in interactional discourse (Downing 2009).

The opacity of *surely* in comparison with other English adverbs of certainty, as well as with the relative semantic transparency of its cognates in other European languages, has the result that, especially when in initial position, *surely* indexes rather than encodes a moderate-to-strong, though indeterminate, meaning which is inferred by interactants and readers. It is intersubjective and dialogic in all positions and can exert discreet pressure on the recipient by virtue of introducing a leading question (Downing 2001, Downing 2008).

The aim of this present research is to explore and discuss the use of *surely* in social situations. I focus on the factors that trigger the use of *surely*, the interactional stances adopted by *surely*-users and their co-interactants, and the rhetorical gains to be achieved by this pragmatic indexical within the maintenance of cultural norms.

Materials are taken from diverse spoken sources, including the spoken sections of the BNC World 2 edition, and the language of media discourse.

**Maria Liudvika Drazdauskiene,**

***Investigating the Substance of Vague Language***(lecture)

Of all the modes of vague language, it is tentative statements that have been analysed in the present paper. Tentative statements have been defined as the statements the certainty of which has been reduced because of the presence of a variable in them. The variable encompasses a long list of items, such as modals, semi modals, modal phrases, degree words, verbs, such as *to believe, to think, to feel, to be sure, to be afraid*, etc. The tentative statements have been drawn from fiction after an analysis of a considerable part of the novel *The Picture of Dorian Gray* by Oscar Wilde and of its parallel translation into Lithuanian by Lilija Vanagiene. It has been found that, often enough, the typical tentativeness of the English statements was gone from the Lithuanian translation. Although the reasons of the plain L2 may have been the Editor's options, much of the sophistication of the language of the original has been lost and this seemed unforgivable for stylistic reasons. A question, consequently, was at issue whether what we know as stylistic aspects of meaning have any substantial integrity in discourse and should be retained or may be ignored without a major loss. A further question has been whether pragmatics can help in explaining the substance of tentative meaning and the making of the idiom of language.

Having traced features of mixed speech acts in tentative statements and some irregularities with respect to the maxims of conversation, their analysis based on logical principles drawn from the works of Bertrand Russell, the American general semanticists, Robert J. Matthews and other authors was attempted to do. However, the philosophy interested in the truth value of the statement, its logic and type-oriented resolution has appeared irrelevant to the question of the present paper. The analysis has been finally based on context conditions (recently adopted by the philosophy of mind, too - Stephano Predelli, 2008), guided by conversational implicature and the maxims of conversation. The context explained the meaning, removed ambiguity and even shed light on a probable change of the subjective component in the tentative statement into a communicative stratagem. The maxims of conversation explained how the statement and its concrete content were adapted and the theme subjected to facilitate communication.

It has been found that the personal component and other interactive constituents in tentative statements (concealed under the stylistic features of language) are part of the message structure rather than mechanical additions. Tentative statements are idiomatic and culture-bound in discourse in English, their meaning has a bearing on issues in communication and their typical senses cannot be ignored as inessential. Focusing on the logic of the statement pragmatics helped identify components of message structure and revealed culture-bound integrity of lexis and grammar in the making of the idiom of language.

**Jennifer Eagleton,**

***The Rhetorical Ambiguity of Post-colonial Hong Kong's New Political Status***(poster)

Democracy is an "essentially contested concept" (Gallo, 1964). Hong Kong, now part of China and governed under "One Country, Two Systems", has the promise of full universal suffrage written into its constitutional document, the Basic Law. The metaphorical phrase "One Country, Two Systems" was a clever rhetorical strategy because it allowed Britain and China to negotiate an agreement over Hong Kong's future that could be interpreted by both sides in ways that met their needs. The vehicle in this metaphor is therefore "strategically ambiguous". For example, those who emphasize the "Two Systems" differ in their idea of what a universal suffrage system should be compared to those who emphasize the "One Country".

This paper will explore and illustrate how differences in ideological dispositions relating to Hong Kong's future democratization are highlighted through the differential use of metaphors. It examines various articles from two Hong Kong newspapers, a popular pro-democracy, liberal tabloid called the *Apple Daily*, and a broadsheet, the *Ta Kung Pao*, which reflects the Beijing Government's communist/ Confucianist views over Hong Kong's first ten

years as a Special Administrative Region of China (Flowerdew, 1997; Flowerdew & Leong, 2007). Cameron's metaphor-led discourse approach is used to show the dynamic development of metaphor through diachronic analysis (Cameron 1999, 2004, 2009) as Hong Kong adjusts to its new identity as a Special Administrative Region of China.

As a rhetorical and legal strategy to "maintain the metaphorical and constitutional distance between China and Hong Kong" (Fu et al., 2007) and to "assert sovereignty and achieve unity" (Wesley-Smith, 1996: 106) the "One Country, Two Systems" has led to metaphors reflecting the ambiguity of this concept.

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### **Maria Economidou-Kogetsidis,**

#### ***"If it is possible not to take the midterm exam today": The directness and modification of NNS students' emails to faculty***(lecture)

Over the last fifteen years, "student-faculty interactions at the university level have undergone a shift from face-to-face office hour consultations and brief before/after class meetings to more and more 'cyber-consultations' between students and faculty" (Biesenbach-Lucas, 2006:81). E-mail has therefore become an effective and popular alternative means of communication, providing students the convenience to obtain feedback, clarification and information as soon as they need it. However, writing emails to authority figures requires high pragmatic competence and awareness of the politeness conventions and e-mail etiquette that need to be followed (Biesenbach-Lucas, 2007). In both the case of native and non-native speakers, students need to be able to judge accordingly the degree of imposition of their e-mail requests and take into account the rights and obligations of the parties involved (Hartford and Bardovi-Harlig, 1996:55). They need to be able to express their e-mail requests in such a way so as to not to risk their own positive face (their want to have their public self-image appreciated, understood, liked, approved of and ratified), nor their professor's negative face (the faculty's desire to be free from imposition and distraction, to have their territory respected and their freedom of action unimpeded) (Brown and Levinson, 1978, 1987). Since the faculty have institutional power to act in ways that can influence students' lives, students are therefore expected to use status-congruent language that properly acknowledges their own lower institutional status and their professors' higher institutional status (Hartford and Bardovi-Harlig, 1996; Biesenbach-Lucas, 2007). More specifically, status-congruent requests in academic/institutional settings are usually characterized by higher formality, avoidance of imperative requests (preference for conventional indirectness instead), a fairly high level of mitigation and acknowledgment of the imposition involved.

The present study examines 200 email requests sent by Greek Cypriot university students (non-native speakers of English) to faculty at a major English-speaking university in Cyprus, over a period of several semesters. More specifically, it examines the degree of directness employed, and the degree and type of supportive moves and lexical/phrasal modifiers used by students in order to soften or aggravate their e-requests. The emails analyzed ranged from requests for information and appointment, requests for receiving notes, to requests for grade re-examination. The data of the present study were analyzed based on a modified version of request strategies initially proposed in Blum-Kulka et al. (1989) and in Biesenbach-Lucas (2006) and revised to fit the e-mail request data. Using a perception questionnaire, the study additionally investigates the perceptions of 24 British lecturers (NS of English) as far as the politeness/appropriateness of six direct student email messages is concerned. The lecturers rated the degree of email politeness, abruptness and imposition, and also stated how they felt about the email senders.

Findings from the study have shown that the NNS students' e-mails are characterized by significant directness (particularly in relation to requests for information), an underuse of lexical/phrasal downgraders, and an omission of greetings and closings. The study argues that due to these features, many of these e-mails are status-incongruent as they appear to give the faculty no choice in complying with the request and fail to sufficiently acknowledge the imposition involved. The significant degree of directness and the insufficient mitigation, along

with the omission of a greeting and/or a closing can all contribute to a brusque e-mail effect which may sometimes verge on impoliteness and cause pragmatic failure. Results from the lecturers' perception questionnaire corroborate these findings.

**Peter Eglin,**

***University Teaching as an Observable Activity***(lecture)

I take up Edward Shils's question about juries, made famous by Harold Garfinkel, and apply it to universities. That is, just what is it about the operations of universities that makes them universities? I address the question ethnomethodologically by examining the interactional accomplishment of the beginning of a class at a university. The goal is to describe and analyze the embodied methods of practical reasoning and action by means of which parties engaged in the life of the university render their activities accountable—that is, observable and reportable—as university-specific activities. Pursuing an answer to the question turns on members' reflexive use of the categorical, sequential, and otherwise contextual resources made available by the setting.

In a first study ([Author], 2009) the focus was on the interactional production of a recognizable class *beginning*, and was based solely on conversation analysis (CA). In this second study the aim is to explicate the observability of the teacher's opening utterances *as teaching*, and to draw on CA, phenomenology and ethnography. In the case at hand, the observability of the teacher's words as teaching appears to turn on the concatenation of a number of interactional practices that may be summarily listed as follows: the use of a declamatory declaration in a prophetic voice, positioned as an announcement, at the start of the class, that began a course of such occasions the development of which would illuminate the meaning of its beginning, that was uttered propaedeutically, that formed a particular part of a programme of studies some of which it could take for granted as known, that itself had a character of which the course's subject was a central component, in an institutional environment that emphasizes difference, in a setting the ethos of which is that of theoretical play, in a time and place with a decided political ideology.

The idea that teaching can be done by separating empirical and logical statements from practical (normative, moral, political) evaluations, so as to give voice as a teacher to the former only, reflects a faulty understanding of the nature of language in social interaction.

**Mutsuko Endo Hudson,**

***Three Uses of Kata ('person') in Japanese***(lecture)

In modern Japanese, the focus of *keigo* ('honorifics') is shifting from 'referent honorifics' ('honoring and humbling words') to 'addressee honorifics' ('polite words') ( Tsujimura 1992). The major trend is for referent honorifics to be used as 'polite words' (Inoue 1999a). According to Noguchi (2004), the honoring word *kata* ('person') is going through this shift. The research question for the present study was whether this is so. The data consist of 12 conversations videotaped in Japan, with 15 students and 7 professors participating (3 hours 41 minutes). It was found that *kata* actually has three uses. The first is as an honoring word in its traditional function, exalting the referent (1a, 1b). The co-occurring verb is typically in its honoring form. The second is the 'polite word' usage, mentioned above, simply indicating psychological or social distance and not status difference (2a, 2b). The co-occurring verb is in its neutral form. The third is what I call a 'buffer' usage, or to indicate indirectness just as do *koto* in *anata no koto ga suki* 'I like you' and *mono* in *mono dakara* 'because' (3a, 3b). This type of *kata* is modified by nouns expressing status or occupation. It is superfluous and, unlike *kata* in other functions, it cannot be replaced by the neutral word *hito* ('person'). To refer to people, *hito* ('person') and *ko* ('child') also appeared. It seems that, in young people's usage, *kata* is used for out-group members (older or same age group), *hito* for people in general, and *ko* for in-group members in the same age group. It thus seems that, concerning words referring to people, young people's Japanese is not necessarily 'simplified' (Inoue 1999b).

Inoue, F. 1999a. *Keigo wa kowakunai: Saishin Yoorei to Kiso Chishiki*. Tokyo: K o dansha.

Inoue, F. 1999b. Trends of linguistic variations in modern Japan. *Area and Culture Studies* 58, 39-46 . Tokyo: TokyoUniversity of Foreign Studies .

Noguchi, K. 2004. *Kanari Kigakari na Nihongo*. Tokyo : Sh uu eisha.

Tsujimura, T. 1992. *Keigo Ronkoo*. Tokyo: Meiji Shoin.

**Maria José R. Faria Coracini,**

***(In)famous Voices: Exclusion and identity of Brazilian Homeless People***(lecture)

We aim at presenting partial results of a larger research about the construction of the identity and subjectivity of migrant homeless people, coming from the poorest regions of Brazil, mainly from North and North-east, towards São Paulo, to find a job and better conditions of life. Considering that migrants normally suffer from strangeness while in contact with the language and culture of the other and that poor people have more difficulties to find a job and so to be accepted in hegemonic society, we understand why there are so much homeless people "living" on the street, in a situation of complete exclusion and discrimination. We have analyzed twenty oral narratives of homeless migrants about their experiences, twenty informal interviews with non homeless people about their

representations of those in(famous) (cf. Foucault) and unknown people who live on the sidewalk. We have also analyzed fifteen newspapers' articles in order to make a comparison between self-representations of homeless people, the representations of non-homeless people and the representations of media about them. The interviews have been recorded and transcribed. Theoretically, this research is situated in the interdisciplinary space between theories of Discourse, Psychoanalysis, Deconstruction and Pragmatics. Regarding the homeless, their speech in general is in the third person ("they", "he"): they speak about their peers, maybe in order not to face their own problems. But, as we believe that when we speak about the other we speak about ourselves, we can state that they refer to them too. The results point out that homeless people want to be seen as intelligent, deserving an opportunity to show their abilities, but actually they have constructed a negative self-representation, influenced by the representations of the Other – family, people belonging to the hegemonic society: they are thought to be undervalued, they are called "bums", people – or animals? – who disturb the order and the cleanliness of the city: they are nothing! According to the interviews, people who cross the street, frequently don't look at tatters, because they disturb their identity; however, at the same time, they feel pity: the government doesn't take the responsibility in hands. The point is nobody takes his responsibility: it is always the fault of the other... Therefore, the interviews reveal contradictory representations, which build contradictory identities of homeless as well as of non-homeless people. Concerning to newspapers, the homeless have no voice (articles are written in the third person): in general, journalists pay attention to them only when they disturb the order of the city, where they become infamous or famous because of their criminal acts, or when they overpass their problems and return to their families, to a "normal" life. We believe that this kind of research may be an important tool not only to study hospitality, identity and the construction of a parallel language-culture, but also to language teacher education, because teachers do not pay attention of marginalized situations and then they do not aware their students concerning the respect homeless people deserve as citizens and human beings.

**Clelia Farina,**

***Topic management in French as a second language: A longitudinal approach to its development.***(poster)

Topic management in conversation is an interactional accomplishment (Sacks, 1992). Its analysis implies looking at how participants introduce a new topic or shift from the present topic to the next (Button and Casey, 1984; Mondada, 2003). It also implies considering the sequential environment in which topic introduction typically occurs, such as openings (Schegloff, 1986), pre-closings (Schegloff and Sacks, 1973) or after the absence of response by a co-participant (Maynard, 1980).

Topic organization is part of sequentially organized practices through which participants display their interpretation of the talk so far and relate their current doing to previous talk. While studies on topic management in interaction have been concerned essentially with conversations between speakers of a first language, little is known about how topics are managed in second language conversations. However, this is a central component of the interactional competence second language speakers develop over time.

This paper presents a longitudinal investigation into how a German speaking au-pair girl, during a stay abroad, manages topics using French as a second language. It is based on a dataset of ca. 12 hours of dinner-table conversations. The data has been audio-taped across a period of 9 months. Based on recent social interactional studies on second language acquisition (Mondada and Pekarek Doehler, 2004; Hellermann, 2008), our aim is to analyze longitudinal change in topic management.

Such analysis presupposes the identification of a practice that shows enough consistency over time so as to be recognizable as the same practice, but which is nevertheless interpretable as showing development of the speaker's ability to manage the topic. In this paper, we will look at how a topic is introduced and closed down. Based on a collection of cases at different moments in time, the analysis will focus on how conversational techniques, sequential organization and linguistic resources for topic management change over time. The findings will allow us to point out a learning trajectory.

**Maryam Farnia, Raja Rozina Raja Suleiman**

***An Intercultural Study of Iranians' and Malaysians' Expressions of Gratitude***(lecture)

Intercultural communication is the systematic study of exactly what is happening when cross-cultural contact and interaction take place among message producer and message receiver who are from different cultures (Gao, 2006). Studies of intercultural communication are conducted in intercultural contact settings where speakers who interact in the same language are different with regard to their cultural, social and economic backgrounds, values, presupposed beliefs, and attitudes. This can involve students who go overseas to study and thus interact with local students and staff and perhaps with students from other countries (Spencer-Oatey, 2006). Intercultural miscommunication, therefore, occur when speakers who share the same language use different cultural background to apologize, ask for a request, make a complaint about something, refuse an invitation, etc.

The number of Iranians who come to Malaysia to pursue their studies has been increasing since 2006 and nowadays Malaysia is the host to ten thousand Iranians who are pursuing tertiary-level education across this country where English language is used as a means of interaction. This fact indicates the need of more

intercultural communication studies to find out the similarities and differences of the two Iranian and Malaysian cultures especially when it comes to the academic context.

The aim of this research is to examine the intercultural communication between Iranians and Malaysians university students' realisation of expressions of gratitude. Expressions of gratitude is one of the daily function which if not adequately expressed may lead to cross-cultural misunderstanding. Studies have shown that even advanced learners of English have difficulty expressing gratitude in an adequate manner (Eisenstein and Bodman, 1986, 1993; Hinkel, 1994).

The objectives of this research are two-fold: first to investigate the pragmatic behaviour of Iranian and Malaysian university students' realisation of expressions of gratitude in equal (e.g. classmate) and higher (e.g. professor) social status situations where the social distance is either low (e.g. friend) or high (e.g. stranger). A second aim is to seek the respondents' perception in the process of expressing gratitude with regard to their cognition, language of thought, and their perception of thanking. The sample was selected from thirty Iranian and thirty Malaysian university students at Universiti Sains Malaysia. Data were collected through an open-ended questionnaire in the form of a discourse completion tasks and a semi-structured post-interview. The language used in the questionnaire was English. However, the interview was conducted based on the respondents' preference (e.g. English or their mother tongue). Data were then analyzed based on a modified version of Cheng's (2005) classification of thanking (1990). It is anticipated that the findings will be able to add to the body of research on intercultural communication studies.

**Lucía Fernández-Amaya, María de la O Hernández-López, & Pilar Garcés-Conejos Blitvich**

***Assessments of im/politeness in hospitality communication: Spanish guests' expectations and perceptions of behaviour in their interaction with English-speaking hotel receptionists***(lecture)

Studies have shown that hotel receptionist-customer interaction is central to the evaluation of guests' satisfaction/dissatisfaction, and thus to the success of the service encounter itself (Lovelock 1988; Shostack 1985; Solomon et al. 1985; Surprenant and Solomon 1987, Bitner *et al.* 2000, among others). When the service encounter occurs between people from different cultures or language groups, dissatisfaction may also be a consequence of intercultural differences in what is considered appropriate communicative behaviour, i.e. what (non)verbal actions may be conducive to customer satisfaction (Bailey 1997, Bilbow *et al.* 1998; Blue & Harun 2003, Callahan 2006). Thus, having access to participants' perceptions may help unveil their expectations regarding norms of appropriate (non)verbal behavior that regulate hotel service encounters and explain why encounters were assessed as (un)satisfactory. Although there is an ample literature on hospitality communication, to our knowledge, no previous studies have tackled expectations and assessments of im/politeness tied to hotel reception interaction

Our study aims at helping fill out this void by analysing the perceptions of Spanish customers staying in a variety of hotels in England, Scotland and the USA, focusing on their assessments of what behaviors were considered im/polite (Brown & Levinson, 1978, 1987; Locher & Watts 2005; Arundale 2006; Bousfield & Locher 2008). To that end, 50 Spanish subjects who had recently stayed at English-speaking hotels completed a 55 item questionnaire which elicited their perceptions on their interactions with hotel receptionists. The results show that a) there are very specific expectations regarding what constitutes appropriate receptionists' behavior and b) there appears to be a mismatch between those expectations and perceived receptionists' (non) verbal behavior in regards to degree of indirectness, level of clarity, formality/familiarity, involvement/restraint, or attention to attention to customers' needs. This perceived mismatch may lead to assessments of impoliteness by customers and negatively impact customer satisfaction.

**Laura Filardo-Llamas,**

***Understanding the macro-strategy of legitimisation: An analysis proposal based on text-world theory***(lecture)

Legitimation is one of the discursive macro-strategies which has been identified in political discourse (Wodak & Van Leeuwen 1999, Chilton 2004, Van Leeuwen 2007, Cap 2008). Most of the research within this realm has focused on understanding how particular instances of political discourse objectivise certain beliefs or political actions in such a way that they are justified at least for a part of society. Following Martin Rojo & Van Dijk (1997), in this paper we propose that there are three different types of legitimisation – semantic, pragmatic and socio-political – which are related to different aspects of society, such as beliefs, actions and context. Consequently, the three types of legitimisation can be connected to the three elements that can be identified in the communicative process: a text, a communicative situation and a broad socio-political context. In this way, a link can be established between legitimisation theory and Fairclough's (1989) three layered method of Critical Discourse Analysis (CDA). Departing from these premises, this paper aims at reflecting on the macro-level social realisation of legitimisation by establishing a link between the different socio-political elements which are

legitimised and its realisation in the micro-textual level. In order to do so, we will rely on different aspects of Text World Theory (Werth 1999, Gavins 2007), particularly on how different linguistic choices (such as deictics, referential expressions, transitivity and verbal process, and metaphors) contribute to the creation of two types of discourse worlds: ideological and political (Filardo-Llamas, forthcoming). The thorough linguistic analysis done to uncover both types of discourse worlds shows that those mental and discursively-created representations objectivise reality because they rely on at least one of the discursive strategies of legitimisation identified by Van Leeuwen (2007): authorization, moral evaluation, rationalization or mythopoesis. Hence, this paper claims a bottom-up approach to legitimisation which is done in three stages. First, a linguistic analysis of the selected texts is performed. Second, discourse worlds are reconstructed, and their political or ideological function is identified, together with the discursive strategies which are prominent in them. Finally, macro-level legitimisation, its subtypes, and its connection to the social-political context in which the analysed texts are embedded is uncovered. In order to prove these claims, examples from the Northern Irish political context will be used.

**Kristine Fitch,**

***The pragmatic power of social media: Relational action and cultural change***(poster)

Social media have transformed the world of communication in ways that were not envisioned even 10 years ago. Cultural patterns and meanings of language use have flowed differently within those new – or at minimum less expensive (or free) and more readily available – instrumentalities (Hymes, 1972). This poster presentation will explore the current status of language use in several forms of social media to highlight pragmatic dimensions of cultural change in personal relationships. Digital media, including Facebook, Twitter, YouTube, e-dating sites and blogs, are examined as well as two cell-phone based social media, calling and texting. I situate descriptive data drawn from communicators in the US and Europe within a theoretical framework that begins at the nexus of three dimensions of Hymes' SPEAKING framework: instrumentalities, speech acts, and speech events. I conceptualize these social media as linking instrumentalities of communication to speech acts and events, both in their performance and in the native terms for talk (Carbaugh, 1989) that have developed to encompass them. The use of "friend" as a verb, for example, (*to friend someone*) is widely recognized as meaningful among Facebook users, a population recently estimated to surpass half a billion people. How, if at all, that term for relational action changes meanings of the relational category of *friend* is, I propose, a question of the pragmatic force (whether potential or currently hearable) of social media within cultural frameworks of meaning.

The broader questions of the study bring research and theory on social media (Boyd, 2007; 2008; Boyd, Golder, & Lotan, 2010; Boyd & Marwick, 2009; Marwick & Boyd, Forthcoming) into conversation with ethnography of communication, as above, and speech codes theory (Philipsen, 1997; Philipsen, Coutu, & Covarrubias, 2005). Do changes in instrumentalities bring about changes in the range of speech acts/events that may be engaged in by relational partners, or are those acts and events simply new names for the same ones always available? How do the availability of new instrumentalities alter, if at all, the discursive force of older ones (what would a *Dear John letter* mean, for example, in an age when relational breakups can happen by text message?) Although this research is still primarily conceptual, with empirical steps still under ethics review, I predict that one clear effect of new social media is to make cultural influence on relationships more public than ever. Social media thus magnify the power of cultural norms and premises to both enable and constrain relational partners' actions and the symbolic systems, both relationship-specific and cultural, that make such actions meaningful.

**Ilka Floeck,**

***'Don't tell a great man what to do': Directive speech acts in American and British English conversations***(poster)

In his programmatic publication *How to Do Things with Words* John Austin (1962) estimates that there are between 1,000 and 9,999 different speech acts. Of these illocutions, only slightly more than a handful have been analysed systematically to date. The only directive speech act among those 'prominent' illocutions is the speech act of requesting, which, however, has been studied extensively over the last few decades. Whereas the study of requests originally had a sociopragmatic focus (e.g. Ervin-Tripp 1976) or was aimed at discovering the processes of interpretation involved (e.g. Clark & Lucy 1975), the centre of attention has shifted to studying the pragmalinguistic patterns of requests in cross-cultural, interlanguage and workplace contexts (cf. e.g. Blum-Kulka et al. 1989, Barron 2008, Vine 2009).

Despite the vast amount of literature published on requests (or maybe even because of it), other directive speech acts such as commands, orders, suggestions or advice have received considerably less attention. It is therefore not surprising that the similarities and differences between the various types of directives remain unclear to date. To avoid the focus on only one kind of directive and give a fuller picture on the whole class of speech acts, the present study makes use of an integrative approach that includes all directive speech acts found in the data sets.

The aim of the present poster is thus to explore how directive speech acts are realised structurally in naturally occurring conversations and how their surface manifestations differ across national varieties of English. The study can therefore be situated in the field of variational pragmatics (cf. Schneider & Barron 2008), in that it

studies the effects of the macro-social factor region on language use. Whereas the vast majority of studies on requests (or speech acts more generally) was conducted on the basis of experimental data (most frequently elicited by production questionnaires), the present study makes use of field data which provide as basis not only to explore semantic formulae but also organisational aspects of speech acts (e.g. pauses or overlaps).

The study draws on transcripts taken from two corpora of English, the *Santa Barbara Corpus of Spoken American English* and the British component to the *International Corpus of English*. For both corpora, highly comparable subcorpora were compiled which contain approximately 200,000 words each and are composed of naturally occurring conversations only. Since functional units such as speech acts do not lend themselves to automated corpus searches, both subcorpora were searched manually for directive speech acts (cf. Kohnen's 2008 micro-analytic bottom-up approach). The coding scheme adopted in the present study is based on a modified version of Blum-Kulka et al.'s (1989) coding system for requests which differentiates between head act and internal/external modification.

### **Elizabeth Flores-Salgado, Fanny Irais Perez y Sosa, & Fernando Perez Tellez**

#### ***Mexican and Irish compliment responses produced by college students***(lecture)

Refusing or accepting a compliment are some of the decisions that a speaker has to take when s/he receives a compliment. These responses are not easy to take and the speaker has to consider what it is appropriate in a particular circumstance: to agree with one's conversational co-participant or to avoid self-praise (Herbert, 1989). Therefore, the use of this act requires the speaker to be sensitive to social variables such as gender, degree of familiarity, and the social power of the interlocutor in order to communicate appropriately in any given situation (Brown and Levinson 1978). Thus, politeness plays an important role in the negotiation of face during the realization of a compliment response (CR). A compliment response is defined as an expressive speech act and preferred social act that is structurally expected by the speaker. A compliment response is part of a speech event that has the structure of an adjacency pair (Schegloff & Sacks, 1973) or an "action chain event" (Pomerantz, 1978, p.109-110), that consists of two sequences: a compliment and a compliment response connected by temporal and relevancy conditions (Herbert, 1990). The purpose of the present paper is to provide a preliminary analysis of the preference organization of compliment responses (CRs) in Spanish and English as they are used by Mexican and Irish college students. It focuses upon light of a relative orientation towards positive or negative politeness. For this study, 20 native Mexican Spanish speakers were asked to respond in Spanish to 8 different situations which called for the speech act of compliment response. Their CRs were compared to those of 20 Irish English native speakers. The data, collected using a discourse completion task (DCT), were analyzed quantitatively and qualitatively. Using Herbert's (1989) and Nelson, El Bakary and Al-Batal's (1993) taxonomy of compliment responses, a corpus of more than a 320 responses by Mexican and Irish undergraduates was examined. The analysis focused on the kinds of social relationships and the range of strategies which elicited the compliment responses in the instrument. Results showed three important findings. The first finding suggested that most of the Mexican and Irish compliment responses are constructed similarly. Both groups employed similar response types (e.g. agreeing utterances, compliment returns, and deflecting or qualifying comments). Mexican as well as Irish speakers regularly accepted the compliment and then displayed avoidance of self-praise, deflected the credit away from themselves either to an object, gave a scaled-down version of a previous assessment and, occasionally, ignored entirely a compliment. Second, the two languages differ in the way some agreement sequences are constructed. Some Mexican agreement sequences were characterized by the use of acceptance + formula; for example: *Gracias, cuando tu quieras*. (Thank you, it is presented to you). This pattern did not appear in the Irish data at all. It is suggested that in such sequences, cross-cultural communication can become problematic. The findings further showed that the social factors (social distance, social status, gender, and professional training) in the Mexican as in the Irish society seem to be crucial parameters in the formulation and acceptance or rejection of a compliment.

### **Pilar Folch-Asins,**

#### ***Linguistic Mechanisms of Humor in Spanish Colloquial Conversation. Evidence from a corpus.***(lecture)

Humor is an extremely complex set of communicative strategies (Attardo 1994). This paper intends to take a closer look on these strategies, in order to delimit and classify the different linguistic mechanisms used to produce humoristic *exchanges*. This particular focus on interaction (Chiaro & Norrick 2009), particularly on colloquial conversations, makes it advisable to avoid isolated humoristic utterances, i.e., speech acts independent from the act of conversation itself. Analyzing humor from this perspective calls for a new, more dynamic look when considering this communicative strategy, since it allows us to approach the real devices used by speakers/hearers to produce humoristic manifestations.

In order to achieve this aim, a set of humoristic segments have been selected from an oral corpus (Briz & Val.Es.Co. 2002), containing circa 50 hours of spontaneous colloquial conversation in Spanish. Laughter has been used as the criterion to delimit such fragments, since it is an easily recognizable response to a humoristic intervention, and thus is an optimal way of singling fragments out in a more objective way.

However, using laughter does not invalidate other sorts of responses which might help identify a speech turn or a humoristic exchange; furthermore, finding alternative responses to laughter will be the aim in the second phase of our research. Thus, two different yet highly intertwined stages can be established:

1<sup>st</sup> Extracting humoristic segments using laughter responses.

2<sup>nd</sup> Delimiting other responses contributing to the communication between speaker and hearer, when both conversationalists adopt a humor mode (Attardo 2001). See, for instance, particular intonation, higher speech rate, etc.

Once identified, the responses used by conversationalists in a humoristic exchange will be analyzed. A set of mechanisms will be outlined, by which speakers produce humoristic turns and hearers interpret them as such. These linguistic devices might belong to several levels, such as Phonetics, Grammar, Lexicon, or Pragmatics. Despite their different nature, these mechanisms appear simultaneously in the majority of the examples extracted from the corpus.

Attardo, S. (1994): *Linguistic Theories of Humor*. Berlin: Mouton of Gruyter.

Attardo, S. (2001): "Humor and Irony in Interaction: from Mode Adoption to Failure of Detection," in L. Anolli, R. Ciceri y G. Riva (Eds.): *Say not to Say: New Perspectives on Miscommunication*. Amsterdam: IOS Press.

Bell, N. (2008): "Responses to failed humor," in *Journal of Pragmatics* 41, 1825-1836.

Briz, A. y Grupo Val.Es.Co (2002): *Corpus de conversaciones coloquiales*. Madrid: Arco/Libros.

Chiaro, D. y Neal R. Norrick (2009): *Humor in interaction*. Amsterdam: Benjamins.

Hay, J. (2001): "The Pragmatics of Humor Support," in *Humor: International Journal of Humor Research* 4 (1), 55-82.

### **Maicol Formentelli, John Hajek**

#### ***Address strategies in courses of Italian as a foreign language at the University of Melbourne***(lecture)

The expression of social deixis by means of address strategies is pervasive in communication and reflects the culture and the ethos of a given speech community. For this reason, it is important that learners of a language know and abide by the rules at the basis of the correct use of address forms in order to be accepted as part of the community of speakers and avoid negative social sanctions. Recent studies on Italian as a foreign language suggest that the acquisition of the complex pragmalinguistic and sociopragmatic norms regulating the usage of address forms in Italian occurs late in the learning process and often also constitute a hurdle for advanced learners (cf. Nuzzo 2009; Nuzzo and Rastelli 2009). More research on this phenomenon is therefore justified.

The present paper reports on the initial findings of an ongoing investigation aimed at exploring the use of address strategies in Italian on the part of English-speaking learners of Italian at the University of Melbourne. A questionnaire was designed including questions about the strategies of address employed by students and lecturers in Italian courses and was submitted to 112 students of Italian (intermediate and intermediate-advanced levels) in July 2009. Responses were analyzed and compared with recent studies on the distribution of address strategies in Italian universities (cf. Formentelli 2009) to understand to what extent the patterns of address followed by English-speaking learners of Italian align to the models of native speakers of Italian in similar domains of interaction (i.e. university classes).

Preliminary results show that most of students favour the use of the informal pronoun *Tu* and of first names in addressing their lecturers in Italian courses. Nonetheless, a certain degree of indecision about the appropriate address strategy to employ also seems to emerge and is associated with the avoidance of terms and the use of non-verbal strategies like the raising of a hand. Finally, a frequent use of informal address strategies on the part of lecturers is also reported by informants, who refer to be addressed by their first names and by means of the pronouns *Tu* (individually) and *Voi* (collectively). In general, the distribution of address forms hints at familiarity and informality in class and is likely to reflect cultural values of equalitarianism that distinguish Australian society in general and the Australian academic environment in particular.

This picture is in contrast with the findings presented in studies on address in Italian university settings, in which reciprocal *Lei* between students and lecturers is considered to be the norm in classroom exchanges. Lecturers' first name is very rarely used, and the most frequent vocative is the title *professore/professoressa*. Reciprocal *Lei* might evolve to reciprocal *Tu*, but the shift usually occurs at the postgraduate level and only after long and frequent collaboration. Hence, the distribution of address strategies in Italian universities generally favour distance and formality in students-lecturers relationships.

In light of these preliminary findings, it seems important to underline the considerable divergence in addressing practices in class between courses of Italian as foreign language and academic exchanges in Italian universities. Australian students and lecturers who decide to spend a period of learning or teaching in Italian institutions should be informed of the different mechanisms at work in different speech communities to avoid interpersonal contrasts and misunderstanding. Our intent, then, is not much to change an approach to the teaching of Italian which may work well in Australian universities, but to heighten learners' awareness of the problem and improve their communicative competence in domains of interactions which look similar but are regulated by different cultural norms.

Nuzzo, E. (2009) "Lo sviluppo del sistema allocutivo in italiano L2". In Corsani et al. (eds.) *Atti del XLI Congresso SLI*. 399-418.

Nuzzo, E., Rastelli, S. (2009) "Didattica acquisizionale" e cortesia linguistica in italiano L2. In *Cuade rnos de Filología Italiana*, 16: 13-30.

Formentelli, M. (2009) "Address strategies in English and Italian academic settings". Paper presented at "Cross-Culturally Speaking, Speaking Cross-Culturally". Sydney. 6-8 July.

### **Maria Freddi,**

#### ***A corpus investigation into the pragmatics of filmic speech***(lecture)

The aim of the proposed paper is twofold: on the one hand, the formulaicity of contemporary American and British film dialogue is investigated with a view to identifying frequent phrases, their distribution and function in this particular type of spoken interaction. On the other, related methodological issues are brought up and discussed, concerning the use of corpora and the software available for the automatic retrieval of phraseology.

More in detail, in order to answer the first question of whether there exists a phraseology of filmic speech, the English component of *The Pavia Corpus of Film Dialogue* is searched for. The Pavia corpus is a small parallel corpus of both American and British films released in the period between 1995 and 2005 and their Italian dubbed versions, which has been compiled at the University of Pavia during a government-funded research project focusing on the translation and acquisition of the English language in a multimedia context (cf. Freddi and Pavesi 2009), and currently in the process of being updated and enlarged under the auspices of another interuniversity project involving Pavia, Malta and Loughborough Universities. The corpus samples both varieties, British English and American English, and consists of the orthographic and prosodic transcriptions of films all characterised by face-to-face conversation in contemporary contexts and, as a guarantee of their status and diffusion within the cultures that produced and consumed them, successful both with the critics and the general public. Based on the findings from previous studies of the same corpus (Freddi 2009, in press), which revealed how the language of film dialogue is characterised by a certain amount of fixedness as a result of its diegetic nature (thus register-specificity) as well as simulated spontaneity meant to reproduce natural conversation, a range of expressions are investigated. These include *wh*-questions, *okay*-phrases (*Are you okay?* and *It's okay/ That's okay*), response forms such as *all right, that's fine*, utterance launchers and attention getting devices, e.g. *I'm telling you, tell you what, guess what, and thing is*, all known to characterise spontaneous conversation (Biber et al. 1999; Quaglio and Biber 2006: 704), together with other frequent formulas and idiomatic expressions typical of the spoken mode, idiomaticity being employed in the loose sense of fixed or semi-fixed pragmatic function linked to the interactional dimension of dialogic discourse.

The analysis makes use of both *Wordsmith Tools* version 4.0 (Scott 2004) and another more recent software specifically designed to find co-occurrences of words in a text or corpus, namely *ConcGram* version 1.0 (Greaves 2009). Output obtained through the two programmes is compared and evaluated in order to discuss the advantages as well as shortcomings of this kind of methodology for the identification of the phraseological profile of a text or corpus.

The outcome of the study is expected to be relevant to the advancement of an understanding of both the pragmatics of film dialogue and the methodological issues associated with corpus-based studies of phraseology in general.

### **Akemi Fu,**

#### ***Identity construction through teaching practicum in an EFL context***(poster)

The present study is situated in the area of Interlanguage Pragmatics (ILP), which focuses on how L2learners develop their pragmatic competence in the target language. In particular, the present research focuses on identity construction when the learners use the target language in a teaching context.

This preliminary report describes how future EFL teachers construct their identity as teachers through a three-week teaching practicum. Participants in this study are college students who aim to be English teachers in Japan. As one of the course projects, their teaching demonstrations before/after practicum were video recorded, and parts of the video data were transcribed for discourse analysis.

The results show that their interaction patterns in post-practicum often display typical question-answer sequences and interactional practices, such as giving directions/corrections, which are not seen in pre-practicum data. The participants' experiences of actually teaching and using English in their classrooms seem to be the primary influence on the observed changes. Before they went to practicum, they carried out teaching demonstrations for their classmates acting as substitute students. They were more focused on carrying out their lesson plans no matter what kind of unexpected response or question was produced from the audience. After the practicum, though, they were able to observe their audience and sometimes changed their timing to ask questions or to give directions. The identity transitions from student teacher to teacher clearly seem to have emerged, and the participants are well aware of this fact.

Written interview data supports the findings; some participants who became more interactive responded that they were able to give encouragements and positive feedbacks to their students in necessary moments, and they also

tried to encourage autonomous utterances from the students.

**Janet Fu,**

***Politeness Strategies in Different Cultural Groups***(lecture)

Previous studies have demonstrated the roles and features of politeness from different angles. This pragmatic issue drew scholars' attention to politeness strategies. Brown and Levinson (1987) outline four main types of politeness strategies: bald on-record, negative politeness, positive politeness, and off-record or indirect strategies. Tannen (1986) claimed one of the politeness strategies that payoff is kind of self-defense. Some other scholars have also argued that social factors are associated with politeness strategies (the social-based approach). How politeness strategies shape language learning and how polite versions reflect individuals are topics that are under-researched.

This paper highlights some linguistic features of politeness in different cultural groups through their writing. I will adopt my empirical study to illustrate how politeness plays a role in different cultural groups. I argue three points: 1) each ethnic group has its own politeness roles; 2) individual performances in a given ethnic group cannot be generalized to the entire group; 3) politeness performances change when the individual involved is in different cultural communities and in different contexts. Thus, politeness strategies in students' writing are important for second language research. Not only is the politeness itself important, but also the learners play politeness roles as a society or a community requires. The politeness strategies that students employ also reflect the relationship between language learning, ideology, and the adoption of new cultures.

**Seiko Fujii,**

***Epistemic conditional constructions in Japanese: Linguistic manifestation of the speaker's reasoning***(lecture)

This paper examines **epistemic conditional constructions** (Sweetser 1990; Dancygier & Sweetser 2005) in Japanese, paying particular attention to how the speaker's epistemic reasoning is linguistically manifested in Japanese conditional constructions as compared to the corresponding English constructions. The primary purpose is to show that more explicit grammatical coding of abductive epistemic reasoning is necessary in Japanese epistemic conditionals than in English. To this end, this paper shows two points: First, the speaker's epistemic reasoning needs to be encoded with an epistemic modal expression such as *no-da* or *hazu-da* on the consequent clause. Second, the *antecedent* of epistemic conditionals is also typically marked by a specific form of conditional clause-linkage that constructs a tensed clause.

As shown in (1E) through (4E), English epistemic conditionals do not require any special linguistic encoding of epistemic reasoning on the consequent clause, although epistemic modals do readily occur in epistemic conditional Q-clauses (e.g., *must*; 'if I know P, I conclude Q' or 'if it is true that P, then I would guess Q'). In contrast, Japanese epistemic conditionals typically require the consequent clause to be furnished with an epistemic modal expression such as *no-da* (e.g., 1J), *to yuu koto da* 'that means' (2Jb), and *hazu-da* 'ought to' (3Jb). It is very difficult to construct epistemic conditionals without such modal expressions in the consequent clause, especially with past reference. It is noteworthy that this phenomenon identified with epistemic conditionals is consistently found with epistemic *causals*. These modal expressions encode the speaker's reasoning of a condition, cause or reason abductively inferred based on a given consequence.

Secondly, in Japanese the *antecedent* of an epistemic conditional is also typically marked by a specific form of conditional clause-linkage—either by a nominalized conditional linker, NO NARA (nominalizer+linker) or NO DATTARA (nominalizer+ copula-linker) (e.g., 1J, 2J, 3J); or if not nominalized, by the linker NARA rather than other conditional linkers ((R)EBA, TO, TARA). English *if* antecedents, on the other hand, can readily host not only predictive conditionals but also non-predictive conditionals. Among the several conditional linkers available in Japanese, NARA is the only linking morpheme that can take either the past or non-past form of a verb, resulting in a finite clause, permitting free choice of tense within the antecedent clause independently of the main clause. Another important characteristic of NARA antecedent clauses is that, unlike other conditional linkers, it does not require P to be perfective, or temporally ordered prior to Q. Moreover, nominalizing the antecedent clause (via NO) makes P disjoint from Q, conveying that the speaker takes P for granted (for the sake of his/her reasoning).

Based on these observations, this paper further attempts to clarify the nature of *non-predictive* conditionals. Whereas predictive conditionals are strictly subject to the requirements of formal and semantic *concordance* (Fillmore 1990; or 'epistemic coherence' Dancygier & Sweetser 2005) between the two linked clauses, *non-predictive* conditionals are not. In this way, P- and Q-clauses in *non-predictive* conditionals can be disjoint either formally or semantically, unlike predictive conditionals, which require particular pairings of tense/aspect morphology and semantic relations. Though the grammatical devices differ, Japanese *non-predictive* conditionals are also expressed by constructions that accommodate disjoint P- and Q-clauses, where the construal of temporal and causal links between the two events in the content domain is not required.

**Orit Fuks,**

***"On the other hand": The pragmatic use of hand two during discourse in Israeli Sign***

***Language***(lecture)

The purpose of this article is to discuss the use made by Israeli signers in the two manual articulators during discourse. The purpose of this article is to discuss the use made by Israeli signers in the two manual articulators during discourse. Linguistic literature reports that on discourse level, hand two is used especially to maintain referential cohesion. This is done through using buoys – signs that are made by hand two and frozen in space while the dominant hand continues to produce signs referring to the same "frozen element". However, observing a group of five signers during signing a series of phrases and short scenarios shows, that in Israeli Sign Language the second articulator is used for additional pragmatic purposes. This paper will present examples demonstrating how, at the time of describing a spatial movement path, Israeli signers draw the observer's attention to the spatial locations which they wish to emphasize through using hand two to point at the hand signing the movement path. The signers also used a strategy of tapping on the back of the signing hand in order to emphasize junctions of spatial change of direction. In addition, this paper will present examples demonstrating how Israeli signers use the additional articulator at their disposal in order to emphasize during discourse two contradicting elements contained in the following type of phrase or expression: on one hand... on the other hand. The use made by Israeli signers in hand two while signing highly resembles the use made by hearing speakers of manual and prosodic gestures during speech. These findings suggest that on discourse level hand two may function as the gesturing hand of sign language and lead to the conclusion that gestures and signing may be realized in the same channel during the same time unit in various different ways.

**Chie Fukuda,**

***Identity and linguistic varieties in Japanese: Analysis of language ideologies as***

***participants' accomplishments***(poster)

The present study explores the link between identity and linguistic varieties in Japanese and the language ideologies behind this connection. Utilizing Conversation Analysis (CA) and Membership Categorization Analysis (MCA) as analytic tools, this study examines how identities of Japanese and non-Japanese/foreigners are constructed through linguistic varieties in ordinary conversations.

In the area of Japanese Studies, there are many previous studies that critically point out the politics behind the link between identity and language in Japan (Creighton, 1997; R. Miller, 1977; L. Miller, 1995). This is known as 'language ideologies' (Kroskrity 2004; Silverstein 1979; Woolard 1992) in the area of sociolinguistics. The Japanologists above also indicate the clear distinction between the Japanese language spoken by Japanese and that spoken by non-Japanese/foreigners. What these studies show is that linguistic varieties such as 'slang' and 'regional dialects' spoken by non-Japanese are taken as 'not proper' and 'weird' by Japanese. It follows that there are 'proper' linguistic varieties for non-Japanese people. Agha names such phenomena as "metapragmatic stereotypes" (2004: 26), which may indicate ideological distortion of reality. The studies above observe the instantiation of this metapragmatic stereotype about linguistic varieties and identity. However, there are a small number of studies that support their arguments with empirical data.

Utilizing data of ordinary conversations between Japanese and non-Japanese people, the present study tries to illustrate the construction of such an ideological link, acceptance of it, and resistance against it as participants' accomplishments. Close examination of the interaction unveils ideological links between Japanese identity and language taken for granted by the Japanese participant and resistance against it offered by the non-Japanese counterpart as part of the participants' accomplishments. The analysis will show how CA studies provide empirical data and analysis from emic perspectives that uncover what people engage in society at a micro-level, which tend to be lacking in previous macro-oriented studies. By so doing, the study serves to complement such studies on ideological identity construction in conjunction with language.

**Saeko Fukushima,**

***Evaluation of politeness: A comparative study between generations and cultures on***

***attentiveness***(lecture)

This paper looks into whether there are any differences in evaluation of attentiveness between different generations and cultures. By "attentiveness" I mean a demonstrator's preemptive response to a beneficiary's verbal/non-verbal cues or situations surrounding a beneficiary and a demonstrator, which takes the form of offering. An example of attentiveness is to open the window when someone says "It's hot in here." Brown and Levinson (1987: 71) have stated that a demonstrator can get credit for being generous and cooperative when s/he demonstrates attentiveness, although they have not used the term "attentiveness". Evaluation of attentiveness, however, may not be always positive. Attentiveness can be regarded as a virtue as well as an interference. Impoliteness arises when negative evaluation of attentiveness is made. Evaluation of attentiveness may vary cross-culturally. Cross-cultural comparisons of evaluation of attentiveness were made in Fukushima (2000; 2004; 2009). There were not major differences among the participants in these studies. This may be partly due to

the fact that the participants in these studies were all young university students, who belong to the same generation. In the present study, therefore, a generational difference on evaluation of attentiveness is examined. A cross-cultural comparison between Japanese (a negative politeness culture) and American (a positive politeness culture) cultures is also made in order to further investigate cross-cultural differences, as the participants in the above studies come from such negative politeness cultures as Japanese and British, according to the classification by Brown and Levinson (1987). 280 people of different generations and cultures served as the participants.

The research questions for this study are as follows:

- (1) Are there any differences among the participants in evaluation of attentiveness?
- (2) Are there any differences among the participants in the reasons for evaluation of attentiveness?
- (3) Are there any differences among the participants in rating degree of imposition to demonstrate attentiveness?
- (4) Is there any correlation between degree of imposition to demonstrate attentiveness and evaluation of attentiveness?

The data were collected using a questionnaire with different situations, which were based on the field notes. The participants were asked to evaluate attentiveness and degree of imposition to demonstrate attentiveness on a five-point Likert scale and to select the reasons for evaluation of attentiveness. The results show that there were significant differences in evaluation of attentiveness among the participants in two situations, and in rating degree of imposition in three situations; and that there was a correlation between degree of imposition and evaluation of attentiveness in five situations.

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### **Gavin Furukawa,**

#### ***Conversational storytelling: The establishment of epistemology and ontology in Hawaiian pragmatics***(lecture)

Conversational storytelling is often seen as a type of casual conversation, serving a phatic purpose by “maintaining the contact between speaker and listener” (Schroder, 2010, p. 468) however, the purpose in telling stories can vary greatly depending on the environment in which they are told. While personal stories often are used for managing affect (Selting, 2010), their narrative nature also has an obvious epistemic element as well (Schiffrin, 1996). What may not be so clear is the contextual function of these stories in various learning environments. By closely examining data from several learning environments in Hawai’i the current research project will show that the use of *talk story*, a speech practice combining both joking and narrative elements (Watson, 1975), serves to establish lessons being taught in culturally Hawaiian environments both epistemologically and ontologically. These jokes and stories are told using a combination of English, Hawaiian, and Hawai’i Creole, a stigmatized language variety spoken in Hawai’i. Using Conversation Analysis (CA) and Membership Categorization, the data will show that individuals in different environments may utilize *talk story* as a means of constructing a learning environment through use of solidified roles (Georgakopoulou, 2008), establishing themselves as teachers and students. Both teachers and students will then be shown to use these stories to validate knowledge beyond the simple offering of accounts (Meyer, 2004). This study shows the existence of three different types of stories that mirror traditional Hawaiian practices of lineage and genealogy. The genealogical stories of family, place, and learning serve to give validate the information much like citations and references are used in Western academia. Although the notion of references and citations are seen in academic situations around the world, they are manifested in this very different way for Hawaiian educators and their students. This presentation will then go on to situate itself within the argument for the inclusion of culture within CA-based analyses (Moerman, 1988; Bilmes, 1996) and show how without an understanding of culture, analysis of exotic languages and their use can easily lead to dangerous misconceptions for researchers, educators and policy-makers.

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**Viviana Gaballo,**

***The pragmatics of neologisms in the language of economics***(lecture)

In this fast-moving world, neologisms are created every day; some of them make it to be retained in the standard language, others only live the span of a few months.

The new words introduced into a language contribute to develop both the language and the relevant culture. While the study of the neologisms introduced into the general language of a country offers a picture of the social changes that have taken place in the culture of that society, the analysis of the terms introduced into a specialized language is useful to survey not only the development of the discipline, which generates new terms to express new concepts (e.g. *quark*), but also the extent to which LGP and LSP languages are affected whenever the new words introduced are justified not really epistemologically, but sociologically.

This study aims at identifying the neologisms introduced into the language of economics based on a corpus of texts derived from the international journal *The Economist*. More precisely, the issues published in 1996 and 2006 will be explored and compared to testify how the language of economics was enriched, in that decade, with the lexis drawn from other registers.

The identification of the neologisms used in the language of economics and the analysis of their meanings, implications and pragmatic effects, provide a snapshot of the social and cultural development of contemporary western world.

**María José Galván-Bovaira, M. Gràcia, R. Vilaseca, M. Rivero, & M. Sánchez-Cano**  
***Oral language learning and teaching in science class: The experience of a Catalan School***(poster)

The Spanish and Catalan educational system has given priority to teaching and learning of formal aspects of oral language, as opposed to its communicative or pragmatic use (Lomas & Osoro, 1994; del Rio, 1993; Abascal, 2010).

However, in respect to this issue, for some time now there have been efforts made both in the legal regulations and in teaching practices. Changes have also been made in some educational objectives: from emphasis in increasing the students' "knowledge" to emphasis in competences or, in other words, in improving "knowing how to" (Pérez Esteve & Zayas, 2007).

In this work, we focus on the use of language as a learning tool. Spoken language becomes a subject to be incorporated in all the other curriculum areas (Monereo & Castelló, 2002; Camps & Milian, 2006; Bonals & Sánchez-Cano, 2007).

From this perspective, we present a study aimed to promote spoken language and conversational abilities as learning skills, by the teachers' assessment in the area of natural sciences. Participants are second grade students of a primary school in Barcelona. The 26 students of a class configured the intervention group, while another class with the same number of students was the control group.

The research design was: a) discussion group between the teachers (intervention and control) and two advisors, aimed to assess the teachers' previous ideas about learning and teaching of oral language; b) initial control assessment of the children's oral competences (in both control and experimental group); the Peabody test of vocabulary was administered and adult-child conversations were video recorded; c) observation and recording of classroom sessions while working in the "vegetable garden project"; d) analysis of the experimental group sessions and design of the intervention; e) advice sessions with the experimental group teacher focused on the strategies for communication management, input adaptations and implicit educative strategies to promote the development of the oral language skills in the class; f) video recording of two final sessions of the "vegetable garden project" in the two groups; g) analysis of the results conclusions.

Our first results show that, even some of the initial teaching practices in the experimental group was acculturated, assessment promoted important changes in teaching strategies addressed to improve the development of oral language and conversation, when comparing with the teacher's control group.

We can conclude that children's oral language and conversational abilities can be promoted in all of the curriculum areas, and not just in the language class. Teachers' assessment can improve educational strategies in order to attain this aim.

**Maria Marta Garcia Negroni,**

***La reformulación y el discurso científico en español: Acerca de las instrucciones semántico-pragmáticas de los marcadores de hecho, en realidad y en el fondo***(lecture)

En el ámbito de los estudios sobre el discurso científico, un área permanece poco explorada, a saber la de las operaciones de reformulación y, muy particularmente, las de reformulación no parafrástica. Este tipo de operaciones constituye un fenómeno esencial en toda producción de discurso oral pero también en toda actividad de redacción. Por ello, en esta presentación me propongo estudiar las propiedades específicas de tres marcadores del español *de hecho*, *en realidad* y *en el fondo* en un corpus de discursos científico-académicos escritos y orales. Con la metodología cualitativa provista por las teorías de la polifonía enunciativa y de la semántica argumentativa (Ducrot, 1984; Carel y Ducrot, 2006), analizará las instrucciones semántico-pragmáticas asociadas a estos tres marcadores, en ocasiones caracterizados como simples operadores de refuerzo argumentativo (Martín Zorraquino y Portolés, 1999).

Según la hipótesis inicial, y al modo de otros marcadores, como *en efecto* o *efectivamente* (García Negroni, 2011), *de hecho*, *en realidad* y *en el fondo* pueden ser globalmente descriptos como marcadores de explicitación que permiten reforzar el discurso sobre el que encadenan al introducir un segmento que es presentado como ya argumentado y probado en otros discursos. Pero al hacerlo, obligan también a una relectura y reinterpretación del movimiento de discurso previo (García Negroni, 2000). El objetivo global de esta presentación es, entonces, dar cuenta de las diferencias y semejanzas en el funcionamiento de los tres marcadores objeto del trabajo y mostrar, a través de la descripción, el modo en que la enunciación de cada uno de ellos marca el cambio de perspectiva enunciativa del locutor e introduce una reformulación no parafrástica del discurso previo, operación particularmente relevante en el discurso científico-académico.

### **Joana Garmendia,**

#### ***Critical Pragmatics for explaining errors, lies and ironies***(lecture)

Pragmatic theories usually start from explaining “paradigmatic” cases, that is, non-erroneous, sincere and literal utterances of declarative sentences. But that is just a first step of a long trip. Explaining cases beyond paradigmatic ones would be the next challenge for any general pragmatic account. Here I will argue that Critical Pragmatics (Korta & Perry 2006, 2007) can adequately make this step: I will show how we can explain erroneous, insincere and non-literal cases of speech starting from critical pragmatic grounds.

Critical Pragmatics states that every utterance has a variety of contents that differ on incrementality, even the most paradigmatic, simple ones. Different contexts would permit different hearers to grasp a different content. Among these contents, there is one that we call the “locutionary content” of the utterance, which is overall comparable to what has typically been called “THE content of an utterance;” that is, Perry’s (2001) “referential content,” “content<sub>c</sub>” or “official content;” basically, the content obtained after disambiguations, precisifications of vague terms, and the fixing of the references of context-sensitive expressions.

So, Critical Pragmatics allows a variety of contents for every utterance. More often than not, the speaker intends to commit herself to one of these contents, and in these cases the speaker is taken to have *said* that content. But there are also certain cases where the speaker, although uttering the same sentence, does not intend to commit herself to any of its contents. That is the case of ironic or metaphoric utterances. In these cases, the speaker does not *say* the content, but *makes as if to say* it.

That is to say: most pragmatic accounts follow the traditional monopropositionalist dogma –which claims that there is one and only one proposition linked to every utterance (Korta, 2007)— hence the difficulties they have when explaining certain cases of speech. On the contrary, Critical Pragmatics acknowledges that multiple contents may play a role when understanding an utterance –in contrast to the more traditional view in which what is said by an utterance plays a privileged role in communication. This difference allows Critical Pragmatics to explain several cases of communication that may result somehow problematic for the more traditional views.

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### **Denise Gassner,**

#### ***Vagueness in L2 vs L1 uses: The case of "thing"***(lecture)

This paper reports on results of an ongoing study on the use of ‘vague language’ (Channell, 1994). Channell (1994) discusses items such as *stuff*, *thingy*, *about*, *a bit* and *some* under the term ‘vague language’. This paper focuses in particular on the item *thing* in L1 and L2 discourse and its relation to vagueness in language.

A theoretical account will be proposed which captures vagueness as a pragmatic phenomenon in relation to the item *thing* and which is distinct from the notion of vagueness as analysed in semantic studies (see e.g. Kennedy, 2007; Lasersohn, 1999; Sauerland & Stateva, 2007). It will be shown that *thing* requires saturation in context like pro-forms (e.g. pronouns). Based on Carston’s ‘underdeterminacy thesis’ about language which claims that meaning can never be fully explicit (Carston, 1988, 2002), it will be suggested, on the one hand, that all uses of language can lead to semantic vagueness as the latter is partly determined by the hearer’s expectations on

semantic specificity. A second form of vagueness, on the other hand, is a pragmatic phenomenon that is context dependent and not an inherent characteristic of particular lexical items. This type of pragmatic vagueness includes in particular cases of ‘referential inaccessibility’ which is related to the degree of implicitness in meaning.

Focusing on a corpus of Australian job interview data, different types of implicit uses of *thing* will be distinguished and illustrated that will contrast English L1 and L2 uses. It will be shown that while the vagueness potential of *thing* can lead to ‘referential inaccessibility’ in unsuccessful implicit uses, this same vagueness potential and the call for pragmatic resolution that *thing* triggers leads to important compensatory and social functions in discourse in successful implicit uses.

The analysis of the job interview data collected shows that the pragmatic and functional distributions of *thing* systematically distinguishes L1 discourse from L2 discourse. In particular, it will be shown that whereas *thing* rarely introduces ‘referential inaccessibility’ in L1 discourse L2 uses of *thing* are more often problematic. Examples of these differences will be provided and a pragmatic explanation for the observed contrast will be put forward.

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### **Jaime Gelabert,**

#### ***Metaphors of the great financial crisis in contemporary Spanish parliamentary debate***

(lecture)

The present paper examines the metaphorical language used in the Spanish parliament to refer to what is already known as The Great Recession, a massive worldwide financial crisis originated in the USA in 2008. Stemming from the seminal works of Lakoff and Johnson (1980), new approaches to the study of metaphorical language claim that metaphors are an integral part of the human conceptual system. Thus, not only metaphors are tools to explain complex phenomenon, but they represent cognitive processes involved in the comprehension of new concepts. Lakoff and Johnson, as well as other scholars such as Gibbs (1998 ) also claim that the way in which we conceptualize metaphorically certain phenomena will have a direct influence on how society deals with them. Hence, framing the fight against drug trafficking and use as a WAR will have clear, tangible differences than if it had been thought of as a SOCIAL DISEASE. The current paper, analyzing a corpus of recent parliamentary debates, aims at providing a taxonomy of different metaphors used by Spanish MPs (and the conceptual metaphors from which they derive, such as JOURNEY or EMBODIMENT) to attempt to explain a financial crisis not yet well understood by the general public. The implications (political, social) of the use of such metaphors will be discussed.

### **Johnny George,**

#### ***Japanese Sign Language (JSL) Politeness and Intersectionality***(lecture)

This work examines JSL politeness via a sign language variation of the Hill et al. (1986) pen request experiment. The JSL polite language markers under investigation in this study provide evidence for Japanese influence on JSL as a result of language contact. Similarly, the visual-kinesic modality consisting of gestures, facial expressions, and various bodily actions (Kendon 2004), utilized by speakers and signers alike, serves as a resource for polite language markers in JSL. Nevertheless, JSL and Japanese contrast in the expression of polite forms along typological and semantic lines.

JSL and spoken Japanese share similarities due to borrowing that results from the development of JSL in a speech dominated society. JSL in relation to Japanese meets the criteria defined by Thomason and Kaufmann (1985) for language contact influence: extensive contact, bilingualism, a large population size differential and the sociopolitical dominance of a source-language group. The standard expression used for initial meetings and request contexts, *yoroshiku onegaishimasu*, literally calques from the source language into JSL as an expression made up of the JSL words *YOI* ‘good’ and *NEGAU* ‘request’. JSL and spoken Japanese involve the use of the expression in largely the same social contexts; in contrast, a language like English has no equivalent expression.

Additionally, the shared visual-kinesic communicative modality provides a rich source of material for grammaticalization into JSL. The hand prow emblem, for instance, used when passing through a crowded space, likely represents the origin of the JSL lexicalized form *SUMIMASEN* ‘excuse me’.

Modality-dependent contrasts, such as the lack of affixal morphology in JSL, place limits on the extent JSL can

mirror Japanese politeness indexing structure. JSL can rely on nonmanuals—sign elements involving body posture, head movement and facial expression—to index polite expression.

A significant subset of the culturally centered politeness literature (Bravo 2008, Gu 1990, Matsumoto 1988) frames cultural identity as delineated along geographical boundaries. The JSL politeness system, which emerges from a group of bilingual, bicultural language users (Ichida 2003), underscores the necessity of an intersectional view (Crenshaw 1989) of social identity construction when examining politeness phenomena from a cultural frame.

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## **Sara Gesuato,**

### ***Familiarizing students with extended speech acts***(lecture)

Speech acts are relevant to the needs and experience of every interactional participant, since they regulate interpersonal relationships (i.e. they balance out social debts and credits), and are crucial to foreign language learners, since competence in this domain ensures positive social and communicative outcomes (i.e. enhancing one's and the interlocutor's face; obtaining interactional cooperation; achieving desired communicative goals). Yet, the production of, and reaction to, speech acts may be a challenge for foreign language learners, in terms of both content and wording, especially when speech acts are realized as elaborate texts, comprising a head act and supporting moves, and/or when their components are interwoven with the interlocutor's reacting moves, for instance in conversation.

This paper illustrates how students can develop their communicative competence in extended speech acts through a gradual approach, involving awareness-raising activities, explicit training in linguistic-textual strategies, and guided activities requiring ever-increasing learner autonomy.

1. Exposure: Learners read descriptions of scenarios in which given speech acts are set, and the relevant texts. On the basis of both, they reflect on the nature, purpose and content of the speech acts, and determine the interlocutors' attitude toward each other and the situations.

2. Familiarization: Learners are shown sample speech acts accompanied by ready-made glosses of their functional components. This sensitizes them to the action-oriented role of utterances, which function as moves in a strategy.

3. Decontextualized analysis: Learners are given lists of functional glosses of speech act components to be matched with suitable verbal expressions which realize them. This encourages learners to verbally encode interactional moves, and develop a repertoire of linguistic formulas exploitable in future communicative events.

4. Contextualized analysis: Learners analyse speech acts by matching text segments with ready-made functional glosses, by providing their own glosses for text segments, and by identifying functional components in texts. This way, they become aware of the range of successful and acceptable communicative strategies available to interlocutors.

5. Production: Learners produce new texts that instantiate the same kinds of speech acts they have been working on, by recycling strategies and formulas encountered before: at first they follow directions which specify functional components, and later on – more autonomously – they draw for inspiration from descriptions of familiar communicative scenarios.

Throughout, the focus of feedback is on the correction of the textual-interactional choices undermining the communicative effectiveness or social acceptability of the learners' utterances, and on the provision of expressions relevant to their utterance-specific goals.

A move-analysis approach to speech acts enables foreign language learners to develop metalinguistic awareness (i.e. recognition of connections between linguistic forms and functions) and interactional skills (i.e. effective and polite verbal negotiation of social rights and duties) through practical activities (i.e. deconstruction, manipulation and reconstruction of communicative practices). In particular, familiarization with linguistic-strategic choices usable as interactional building blocks and awareness of functional patterns in text (i.e. logical-social motivation, mutual relevance and co-orientation of utterances towards a common goal) helps learners automatize their interactional behaviour (i.e. to fluently and autonomously plan and reproduce interactions congruent with the

models studied).

### Zargham Ghabanchi,

#### *The Effect of Emotional Intelligence on listening comprehension* (lecture)

This study attempts to investigate whether there is a relationship between Emotional Intelligence and listening comprehension ability. To achieve this, a question and an assumption are postulated: Is there any relationship between Emotional Intelligence & listening awareness? And the assumptions is: Emotional Intelligence contribute in the development of listening comprehension.

The subjects of the study are fifty undergraduate English BA students, studying at Tabaran University, Mashad, Iran. The procedure consists of two steps followed by statistical analysis. In the first step Bar-On measurement test which included 90 items was administered. The list include: Intrapersonal (comprising self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization); and Interpersonal (comprising Empathy, Social Responsibility, and Interpersonal Relationship) items. The major aim was to raise the learners' awareness about the nature and communicative potential of Emotional intelligence, by making the learners conscious of strategies already in their repertoire, sensitizing them to the appropriate situations where could be useful, and making them realize the advantages of Emotional Intelligence. The second step comprises listening comprehension tests. The listening comprehension section consisted of three parts with a total ten questions each. Every thing was recorded and controlled carefully. Then *Pearson correlation coefficient* and other statistical analysis were carried out.

The result shows that there is statistically significant relationship between Emotional Intelligence and listening comprehension. It reveals that learners with high EQ are better in listening comprehension.

### Chiara Ghezzi, Piera Molinelli

#### *Interactional discourse markers from verbs in Italian: Morphosyntax, semantics and pragmatics at a crossroad* (lecture)

Discourse markers (DM) are traditionally classified (Brinton 1996) on a functional basis as having (meta)-textual or interactional functions; the first focus on the speaker structuring, focalizing and reformulating meaning, the second concentrate on the speaker strengthening in-groupness.

Having spoken *corpora* of contemporary Italian (LIP and CORAL-ROM) as basis of research, we intend to classify interactional functions of DM derived from verbs in connection with their context of occurrence. The advanced stage of *corpora* analysis allows a preliminary discussion of results.

DM tend to be used with three main functions, specifically as:

- 1) attention getting devices (*Scusa, mi passi il sale?* "Excuse me, can you pass the salt?") with deictic features and illocutionary force; their context is compatible with modulation (*Scusa un attimo, ti richiamo* "Wait a minute, I'll call you back") and does not entail frozenness of forms;
- 2) politeness markers (*Prego, si accomodi* "Please, be seated"), used as performatives and exhibiting 'divergence' (Thompson & Mulac 1991); pragmaticalized uses in fact do not allow modulation, while non-pragmaticalized ordinary verb constructions do (*\*prego vivamente!* vs *ti prego vivamente* lit. "I strongly pray you");
- 3) phatic markers (*Dai, venite con noi!* "Come on, come with us!") whose form is desematized, ritualized and whose context of occurrence is incompatible with modulation.

Morphosyntactic, distributional, semantic and pragmatic characteristics of the three types can be summarized as follows.

	<i>CorpusLIP</i>	Full verb construction	Free distribution	Modulation	Original meaning	Pragmaticalization completed
Type 1	<i>scusami scusami un attimo scusascusa scusaun secondo</i>	+	+	+	+	-
Type 2	a) <i>vi prego davvero di affrettavi</i> b) <i>consigliere Morelli chiedo scusa prego</i>	+/-	+/-	+/-	+/-	-/+
Type 3	<i>ma smettetela dai</i>	-	+	-	-	+

The classes show specific tendencies on a 1) micro- and 2) macro-level:

- 1) modulation of illocutionary force, with morpho-syntactic and distributional properties, is pervasive in type 1, decreasing in 2a, and disappearing in 2b and 3;
- 2) completeness of pragmaticalization (i.e. decategorialization, desematization, shift from open to closed word class, freezing of form, with instances of coalescence - eg. *ma dai >0 maddai -*, shift to non referential meaning through invited inferencing, subjectification, divergence and persistence) is present in type 3 and progressively decreasing in 2 and 1.

Pragmatic saliency can thus be considered a gradient phenomenon (Traugott & Trousdale, 2010) in which the interplay between morphosyntactic routinization and invited semantic inferencing play a crucial role in determining the degree of integratedness and retrieval of verbs, which are nevertheless undergoing pragmaticalization at the discourse level.

**Anje Müller Gjesdal,**  
***Genre constraints in scientific discourse. The French indefinite pronoun ON in medical research articles.*** (lecture)

Scientific discourse is characterized by very normative genre constraints on language use, both on the macro (text) and micro (word) level. In order to study the influence of genre on micro level linguistic phenomena, this paper will examine the use of pronouns representing the author's voice in medical research articles (RAs) written according to the IMRAD structure.

The IMRAD format (Introduction, Methods, Results and Discussion) is a text structure that provides rules for the disposition and structuring of RAs, and is widely used and largely obligatory in the scientific writing of many disciplines, particularly in medicine. Since IMRAD is a quite rigid schema for text production, IMRAD RAs are subject to strong and explicit genre constraints. The genre constraints can be observed in the linear sequencing of the text, as the format determines a fixed number of sections as well as the order of their sequencing. IMRAD also imposes constraints on the distribution of contents and argumentation across the text, in the sense that specific themes such as presentation of methodology and results are assigned to specific sections, while argumentation and conclusions are assigned others. Breivega (2003: 23-24) has shown that this structure corresponds to a strict distribution of speech acts such as describing, arguing and evaluating across the texts, in the sense that certain speech acts are allowed in specific sections, while excluded in others.

It is likely that the constraints of the IMRAD format also affect the textual representation of different textual voices, and particularly the voice of the author. Rastier (2005) and Poudat (2006) has shown that different author roles can be assigned to different sections of a scientific text, and argue that this is in fact an important feature of scientific genres. In this paper, I will argue that different author roles, corresponding to different "speech acts" can be observed by way of micro-level linguistic features, such as personal pronouns, expressions of epistemic modality and verb tense. To demonstrate this, I will examine the use of the French indefinite pronoun ON in a corpus of medical RAs taken from the KIAP corpus (see <http://kiap.uib.no/KIAPCorpus.htm>).

The indefinite pronoun 'on', corresponding to the English 'one', can be used in a range of meanings, referring to the speaker, to a collective of speaker/hearer, as well as indefinite uses or to persons external to the speaker. Flöttum, Dahl & Kinn (2006) have observed that the semantic flexibility of the pronoun 'on' is used for a variety of purposes in the genre of the research article, referring to the article author his-/herself, to the reader but also to other researchers and the scientific community at large. Accordingly, Flöttum, Dahl & Kinn propose a classification of different values 'on' may take on in RAs.

Previous studies on a limited material (Gjesdal 2008) indicate that the variation in the interpretative values of ON seem to be influenced by the IMRAD format, and, furthermore, that the different values seem to correspond to different author roles. In this paper, I will explore these hypotheses in a corpus of 50 RAs. Particular emphasis will be put on the relationship by the linear sequencing of text imposed by the IMRAD format and the distribution of author roles and speech acts across the text.

**Zosia Golebiowski,**  
***Authorial assessment : A study of research prose in intercultural discourse communities*** (lecture)

This paper explores the employment of assessment relational strategies in research papers produced by native and non-native English speaker authors in Anglo and Polish academic discourse communities of sociology. It examines the function of assessment relations in evaluating claims and hypotheses, interpreting theories and perceptions, as well as concluding academic debates and discussions. Assessment relations are discussed with respect to their roles, textual pervasiveness, hierarchical location and distribution of discursal salience.

The analysis of the structure of the examined texts shows variation in the authors' utilisation and distribution of Assessment relations. The findings reveal higher degree of assessment strength in non-native speaker prose, where the authors see the employment of assessment strategies as fulfilling their role of academic writers, and in particular as sociological writers. Strong assessment strategies are primarily reflected in large amounts of textual space occupied by Assessment schemata in the prominent top structure of texts. They are also evident in the authors' decisions relating to the distribution of salience within the Assessment schemata, emphasising communicative prominence of the concluding, evaluative and interpretative segments. In contrast, the native speaker prose shows weak assessment strategies, evidenced by low frequency, relatively short length, and low hierarchical placement of Assessment schemata.

Conclusion relation is found to be most favored by native speaker authors. Their research reporting seems to fall within the framework of American and British open discussion sociology, where the strength of the argument is most important, and the weight of the argument leads to the conclusion. The non-native research prose produced

in Anglo discourse community features pervasiveness of Evaluations. Through evaluations of textual propositions, the author not only keeps the readers informed about his own stance but makes strong attempts at persuading readers to adopt his views. The non-native research prose produced in Polish discourse community shows the highest frequency of Interpretations. The author of shows a tendency to leave conclusions to his readers, largely utilising (often speculative and hypothetical) interpretation strategies.

**Shuangping Gong,**

***Constructing Identities through Evaluation in Chinese Political Interviews***(poster)

This paper discusses how interviewees in Chinese TV political interviews construct various identities for themselves through the evaluations they deliberately proffer.

Evaluation can be realized in various ways. It can be realized explicitly by evaluative terms, statements with deonic modalities, and statement with affective mental process verbs. In contrast, it can also be realized indirectly by way of evocation (e.g. triggering positive or negative responses by means of a focus on purely information content), or provocation (e.g. intensification, comparison, metaphor, or counter-expectation) which does not include explicitly evaluative terms but may imply positive or negative evaluation. The interpretation of implicit evaluation heavily depends on the context in which the evaluation is used (Martin & White, 2005; Fairclough, 2003).

Evaluation is an important way of indexing identity (Bucholtz & Hall, 2005; Martin & White, 2005; Linde, 1997). In TV news interviews, both explicit and implicit evaluations are frequently employed by the interviewee to express, communicate, and ultimately negotiate his identities. Television critics and political figures are found to be highly concerned with interactional as well as social rights and obligations (Weizman, 2006:174). In addition, the communicative functions of a talk in institutional settings involve a broad distinction between its social functions and its transactional functions (Drew & Heritage, 1992; Holmes, 2007). The present study reveal that evaluation in Chinese political interviews serves interpersonally-oriented functions which maintain or enhance the interpersonal relationship between participants, as well as group-oriented functions, which serve the interests of the group which the interviewee identifies with and thus fulfills his social rights and obligations. When serving interpersonally-oriented functions, evaluation contributes to the more social aspects of the interviewee's identity, and constructs him as thoughtful, less aggressive, cooperative, modest, unpretentious, or polite, etc. When doing group-oriented functions, it tends to serve institutional-specific purposes, and presents the more professional aspects of the interviewee's identity. For example, it might build the interviewee as a rational and objective expert, an authoritative officer, or an accountable group leader, etc. The fine-grained level of analysis of the examples reveals how evaluation realizes a range of communicative functions and how the interviewee constructs a specific identity through his lexical, syntactic and discursive choices when using evaluation in response to contextual influences.

**Maria-Isabel Gonzalez-Cruz,**

***Exploring apology strategies in Canarian Spanish:***(poster)

In the last decades research on speech acts has yielded interesting cultural information of considerable value and implications not only for foreign language teaching/learning but also for cross-cultural comparison (cross-cultural pragmatics). Apology is one of the most widely studied type of speech act, and research on apologies has been very productive, both in the description of the most typical patterns used in a particular community or in the comparison of strategies between different communities.

A relatively short number of studies have focused on apologies used by speakers of Spanish, either when speaking their own varieties of Spanish or any other foreign language, (cf. Cordella, 1990, 1991; García, 1989; Klaver, 2008; Márquez-Reiter, 2000; Mir, 1992; Rojo, 2005; Ruzickova, 1998).

As Medina (1996: 10) and Álvarez (1996: 67) have recognised, Canarian Spanish is one of the most widely and deeply studied varieties in the hispanic world, which is proved by Corrales, Álvarez and Corbella's (2007) bibliography. However, little has been said about this variety at the socio-pragmatic level, and, to the best of our knowledge, no studies have been carried out on the issue of speech acts, let alone, about apologies in Canarian Spanish.

This poster aims at offering some initial steps on this question, starting with a description of the most frequent apology strategies used by a group of 100 EFL university students and the main tendencies for males and females when apologising in 8 different situations. Following the lines of many other studies, we obtained the data through a Discourse Completion Test, slightly adapted from the well-known CCSAR (Cross-cultural Speech Act Realisation) project.

After commenting on the first results, we will suggest some specific issues for future research, including a study of the role of other social variables or even the extent to which these students may transfer their L1 strategies to their production of apologies in English.

**Luisa Granato de Grasso, Alejandro Parini**

***Casting identities in casual conversation: an interpretation from the interface between Pragmatics and Grammar***(lecture)

The work on identity has significantly increased in the last decades and has produced a considerable number of studies that have addressed the notion of identity from diverse perspectives in different fields. This presentation will show the results of a study of certain linguistic expressions which are exploited by the participants in the construction of their identity in conversation. The empirical evidence for the analysis comes from a random sample of casual interactions taken from a corpus of sixty conversations between university students in Argentina.

From a sociopragmatic theoretical framework, both individual and group identities are viewed as discursive constructions and as more or less conscious and complex processes which are dependant upon the sociocultural aspects of the situational context and the process of negotiation in the here and now of the discourse.

In a Systemic Functional grammar, the Interpersonal metafunction of language is realized by the system of Appraisal which is related to evaluation in discourse, that is to say “the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which feelings are sourced and readers aligned” (Martin & Rose, 2007: 25). Of the different appraisal systems described in the model, we centered our attention on the system of engagement which refers to the resources that allow for the introduction of other voices in the discourse, using resources offered by projection, modalization and concession, thus producing heteroglossic discourse - the opposite being monoglossic, observed when only one voice is present in an utterance. It was hypothesized that these resources might have an influence on the way the participants showed themselves and saw others in interaction. We then posed the following question: In what way are the semantic values of the expressions described in the SFL perspective reflected in the discourse, in connection with the casting of the participants’ identities? In order to be able to answer this question, the aim of the study was to analyse the semantic values of these expressions, and confront them with the pragmatic interpretation of the same expressions in the contexts of the interactions, to later consider their effect on the identities projected by the participants.

Given the nature of the topic under investigation, an eclectic research methodology is required. So the identifications of identity in our analysis were based mostly on approaches and techniques coming from interactional sociolinguistics, conversation analysis and pragmatics. For the study of the semantic meaning of utterances we resorted to the descriptions offered by leading Spanish grammars.

The results obtained showed a close relationship between the mood, modality and modulation choices used and the discourse identities manifested in the talk. However, it was not always possible to find a one to one relationship between the semantic and the pragmatic meaning of the expressions due to the influence of the macro, meso and micro characteristics of the contexts in which they occurred.

**Marjolein Groefsema,**

***Something out of nothing? Why pragmatic enrichment needs to be constrained*** (lecture)

Verbs such as *eat* can occur with an object or without one. When it occurs without one (as in (1a)) we understand it in some contexts including the null context (such as here) not as expressing that someone has been engaged in the physical activity of eating, but rather as something like (1b):

1a. Ann has already eaten. b. Ann has already eaten a meal.

Within the Relevance theory framework, Carston and Sperber & Wilson posit that there are in principle two possible lines of explanation, free pragmatic enrichment on the one hand, and hidden linguistic structure plus saturation on the other. However, I will argue that there is in fact a third line of explanation, which proposes that to account for understood constituents we need to postulate hidden structure and saturation at the level of logical form (in the non-linguistic, Relevance theoretic interpretation of this level of representation), as well as enrichment of the logical form, although this is constrained rather than ‘free’.

In this paper I will argue that the notion of ‘free enrichment’ as put forward by Carston and Sperber & Wilson faces a number of problems. It is not clear what licenses ‘free’ enrichment. Neither Carston nor Sperber & Wilson explain how we can get from a logical form containing a one-place predicate such as ‘eat’ to a logical form containing a different concept, such as the two-place predicate ‘eat’. In the second place, the notion of ‘free enrichment’ can’t account for the interpretation of and difference among sentences such as those in (2). On the view that the logical form of (2a) and (2b) contain the one-place predicate ‘eat’, which is processed in the context of ‘John bringing the sandwiches’, giving rise to ‘free enrichment’, we can’t explain why (2a) can’t be interpreted as expressing (3) nor why (2b) is ungrammatical:

2a. John brought the sandwiches and Ann ate.

b. \*John brought the sandwiches but Ann didn’t eat – she ate the cakes instead.

3. John brought the sandwiches and Ann ate them.

Similarly, on the ‘free enrichment’ account we can’t explain why the (a) sentences below can be used to communicate the assumptions in the (b) sentences, but not in the (c) sentences. We can set up contexts which would make the interpretations in the (c) sentences easily accessible, but this does not make the sentences more acceptable, as would be predicted by the ‘free enrichment’ account:

- 4a. Ann arrived.  
 5a. John approached.  
 b. Ann arrived at the summit.  
 b. John approached the town.  
 c. ???Ann arrived at the answer.  
 c. ??? John approached the solution.

In the third place, when we look at empirical evidence we find that psycholinguistic findings point at gaps (i.e. hidden constituents) being postulated even in the most pragmatically unfelicitous sentences, contrary to what we would expect on the ‘free enrichment’ view.

The main argument put forward by Carston and Sperber & Wilson against the ‘hidden structure and saturation’ view of understood constituents is that, because “more and more hidden constituents could be postulated”, allowing some hidden constituents means that you can’t help but claim that “every sentence would come with a host of hidden constituents, ready for all kinds of ordinary or extraordinary pragmatic circumstances...” (Wilson & Sperber, 2000).

I will argue that this is in fact not a valid argument, because we can make a principled distinction among different types of understood constituents, some of which are automatically available as ‘hidden constituents’ at logical form level, and some of which become available by activation in a particular context. I will show how this proposal gives us an explicit account of how hearers develop an incomplete logical form into a propositional form/ explicature.

### **Marie-Noelle Guillot,**

#### ***Overlapping talk and conversational management at the interface of interlanguage and cross-cultural pragmatics: Issues of pragmatic discrimination in advanced learner French***(lecture)

The study focuses on overlapping talk as a feature of conversational management in multi-participant exchanges in L1 and L2 French and English, from the point of view of socio-pragmatic variations and L2 pragmatic development. Its objectives are twofold: to consider pragmatic adaptations in L2 French from the point of view of interactional pressures, and to assess cross-cultural differences in the management of talk from the standpoint of learners.

Like other features of conversational management, overlapping talk is a locus of cross-cultural differences in language users’ practices and orientations, and a locus of conflicting interactional demands for learners. The impact of processing pressures associated with interaction on pragmatic fluency has been highlighted by House (1996) and Liddicoat and Crozet (2001), in research on second adjacency pair parts in talk. Overlaps are different, however: they do not depend on first pair parts, nor involve the choice of particular routines, semantic formulae, linguistic forms or content, the focus in these and speech act studies. The issues that they raise from an interlanguage and cross-cultural point of view are in this sense distinct. They are considered using L1 and L2 French and English data elicited from two set of subjects (UK HE learners of French after a year abroad in a French-speaking country; French Socrates students on study visits in a UK university), all recorded in the same discussion activity in their L1 and their L2. The paper draws on CA and Interactional Linguistics for the characterization of overlaps, and uses the tensions between operational and situated approaches to support the contrastive analysis (see Guillot 2005).

The study builds on earlier work on other features of conversational management in the same data (interruption<sup>1</sup>, turn-initial discourse markers), which highlighted tensions between pragmatic and processing demands in the learner data, resulting in limited pragmatic discrimination, differential adaptations to French practices and possible stereotyping (Guillot 2009, 2011). How this may extend to overlapping talk is a main question underpinning the study.

1 [in the study] incursions with/ without overlap into a current speaker’s turn resulting in the current speaker abandoning the turn

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***Sorry may not be enough: Examining the effects of explicit, implicit and no instruction on L2 learners' interlanguage pragmatic development in the study abroad context***(lecture)

Knowing which strategies and formulas to choose when apologizing to a variety of interlocutors is an essential skill for second language (L2) learners in the study abroad context, since inappropriate pragmatic choices might have serious consequences for the learners, particularly in conversations with higher status interlocutors (Bardovi-Harlig and Hartford, 1993; Kasper, 1997). In recent years, several studies have been published that show that a sojourn in the study abroad environment can have a positive impact on L2 learners' pragmatic competence (e.g. Barron, 2002; Matsumura, 2003; Schauer, 2009). However, to date, very few studies (e.g. Cohen & Shively, 2007) have explored the effect of instruction on learners' pragmatic development in the study abroad context. Even fewer have employed a three-group classroom-based design (explicit instruction, implicit instruction, and no instruction) to examine the effect of a study abroad sojourn on L2 learners' pragmatic competence.

This paper presents the results of a longitudinal study into the pragmatic development of 45 Chinese learners of English studying at a British university. All participants were enrolled in an English language module at an Upper Intermediate level (IELTS 6.0 equivalent) at a British university and were taught by one of us. Of the 45 students, 16 received explicit pragmatic instruction, 12 received implicit pragmatic instruction and 17 received no pragmatic instruction. Data were collected at the beginning of the first semester in September and at the end of the first semester in January. The data collection instrument was a Discourse Completion Task that contained six scenarios and which was subsequently analysed using SPSS .

The strategies and formulas used by the learners were analyzed according to Blum-Kulka & Olshtain's (1984) framework and the appropriateness of the apologies made by the students were rated on a five-point rating scale by three experienced ESL teachers.

Our presentation will address the following research questions:

- 1) What effect did explicit, implicit or no instruction have on learners' use of apology strategies and formulas?
- 2) Did the three groups' appropriateness scores increase significantly after five months in the target context?
- 3) Were there significant differences in the scores achieved by the three groups?

Our talk will present both qualitative and quantitative results, and will also include some practical pedagogical recommendations.

**Sabina Halupka-Resetar,**

***How discourse shapes syntax: On word order variation in Serbian***(poster)

The aim of the paper is to determine to what extent discourse considerations affect the choice of word order in a free word order language such as Serbian.

It has long been noted that languages with rich inflectional morphology allow the (seemingly) optional rearrangement of lexical items within the sentence. However, what such approaches appear to ignore is that any rearrangement of sentential constituents will result in a change, not necessarily in the semantics of the sentence, but necessarily so in terms of the felicitousness of different word orders in various discourse situations.

All the theoretically possible word order variations of a simple SVO sentence are also grammatical in Serbian (1), a language in which there are very few grammatical principles regulating word order. In addition, all of the variations in (1) can be pronounced with pitch accent on any of the three constituents, resulting in a total of 24 possible variants of a simple SVO sentence.

1. a. *Ivan je kupio knjigu.*

John.Nom Aux.Cl bought.sg.Masc the.book.Acc  
'John bought the book.'

b. *Ivan je knjigu kupio.*

c. *Knjigu je kupio Ivan.*

d. *Knjigu je Ivan kupio.*

e. *Kupio je Ivan knjigu.*

f. *Kupio je knjigu Ivan.*

In order to account for the possibilities of word order variation in Serbian an experiment was conducted among fourth year university students of linguistics who are native speakers of Serbian. The experiment was organized in the following way: first, the students were presented with various word-order variants of simple subject-verb-object sentences, each preceded by a short context (often just a context question). Their task was to choose the version of the sentence which they found to be most appropriate in the particular context. Here, due attention was paid to the difference betweenthetic sentences, which present all focus information, and discourse dependent sentences, in which the word order is the expected topic – discourse neutral information – (information) focus. In the second part of the experiment, subjects were asked to provide a short context in which they would use one or another word order, using the clues given.

The analysis of the data leads to interesting conclusions concerning the way in which discourse shapes syntax (and phonology) in Serbian, particularly with respect to new vs. given information and gives predictions as to what languages will display a similar behaviour. Finally, an explanation is offered concerning the difference

between Serbian-type languages and English-type languages regarding the possibility of discourse-driven word order variation, i.e. as to why English-type languages do not allow (2b), while Serbian-type languages allow both (3a) and (3b) in answer to (3).

2. (Who punished Peter?)

a. *MARY punished Peter.*

b. \**Peter punished MARY.*

3. (Ko je kaznio Petra?)

who.Nom Aux.Cl punished.sg.M Peter.Acc

‘Who punished Peter?’

a. *MARIJA je kaznila Petra.*

Mary.Nom Aux.Cl punished.sg.F Peter.Acc

‘MARY punished Peter.’

b. *Petra je kaznila MARIJA.*

Peter.Acc Aux.Cl punished.sg.F Mary.Nom

‘MARY punished Peter.’

### Tom Harris, Celeste Rodriguez Louro

#### *Evolution with an attitude: The grammaticalisation of think and reckon in Australian English*(lecture)

Epistemic phrases such as *I think* are grammaticalised SUBJECT+VERB constructions that introduce a complement clause and provide information about the speaker’s degree of commitment to an utterance (Thompson & Mulac 1991; Thompson 2002; Kärkkäinen 2003). Central to these constructions is a departure from the verb’s original meaning of, e.g., cognition (1) to an encoding of epistemic, evidential and evaluative (E/E/E) nuances (2).

(1) Can you **think** of something (...) that would be non concrete that isn't an emotional state? (S1B-020(A):22)

(2) a. I **think** she's older than me. (S1A-020(A):44)

b. You have to write a letter to them, I **think** to the department or something. (S1A-037(B):29)

c. He's going to Hong Kong, I **think**. (S1A-010(B):40)

The generalization of meaning from mental processes (e.g., calculation) to epistemicity is also attested for *reckon*. Burridge (2006: 225) describes it thus: ‘to count’ > ‘to estimate’ (3) > attitudinal expression > encoder of degree of speaker’s commitment to the utterance. The (Australian English) use of *reckon* as a stance marker has hitherto avoided attention in the literature (but see Wierzbicka 2003: 43), yet the contexts in which it appears can be related to those of *think*, as proposed by Thompson & Mulac (T&M) (1991) (also see Burridge 2006: 225) (4).

(3) Motion around the epicycle was **reckoned** by the ancients as angular departure of the radius of the epicycle to the planet (...). (J071649)

(4) You **reckon**? You honestly **think** so? (ABC Radio Australia, 8/8/2010)

We examine *think* and *reckon* as encoders of E/E/E nuances in Australian English, exploring linguistic-internal factors constraining their use to establish their degree of grammaticalisation. Crucial to our preliminary discussion are T&M’s (1991) findings that epistemic *think* (i) is likely to co-occur without the complementiser *that* (ii) is most frequent with first person subjects (95%). The question remains as to whether *reckon* displays similar usage.

Following the notion of “weak complementarity” (Sankoff & Thibault 1981) we treat *think* and *reckon* as functionally equivalent in discourse and circumscribe our variable context accordingly. A preliminary multivariate analysis (Sankoff, Tagliamonte & Smith 2005) of 511 tokens (72% *think* [368/511] and 28% *reckon* [143/511]) from the ICE and ACE shows that both *think* and *reckon* are frequent in the absence of *that*. However, *reckon* is more highly constrained than *think*. As per T&M (1991), first person subjects contribute a statistically significant result to *think* occurrence (2), whereas third person subjects most significantly favour *reckon* usage (5).

(5) Last night she **reckons** he nearly closes it in his sleep but he doesn't really. (S1A 085(B):284)

The favouring effect of third person subjects on *reckon* occurrence suggests *reckon* acts as a depersonalised epistemic marker or ‘hearsay evidential’ (Kärkkäinen 2003). In this sense, *reckon* shows retention of portions of the semantics of earlier lexical forms (i.e., evaluation and calculation). We understand this persistence (Hopper 1991) in the grammaticalisation of *reckon* to echo Torres Cacoullos & Walker’s (2009: 30) claim that in lexical and grammatical evolution there exists a “persisting relationship between formulaic units and the constructions from which they emerge”.

*Corpora*

International Corpus of English–Australia (ICE) and Australian Corpus of English (ACE), available on <http://www.ling.mq.edu.au/corpus> (password protected access)

### Axel Harting,

#### *Teaching Speech Acts in Beginners’ German Classes in Japan*(poster)

In Japan the foreign language classroom is often the only chance for learners of German to interact in or even hear the language they are learning. However, studies on pragmatic aspects of SLA have pointed out that the foreign language classroom does not provide an adequate environment for the acquisition of speech acts, because classroom interaction differs considerably from authentic communication. In order to assist beginners of German in developing the ability to use speech acts according to target language norms, they need to have good role models who teach them with a simplified, understandable, but at the same time pragmatically acceptable input. The aim of this research project is to investigate the uses and functions of classroom language in German beginners' classes in Japan in order to provide a better environment for the acquisition of speech acts. The research questions underlying the study are: "What role do speech acts play in the classroom language of beginners' German classes?" and "In which way can the teacher's input be improved to provide a better environment for the acquisition of speech acts?"

In order to answer these questions, a predominantly qualitative study has been carried out in a beginners' German class (four instruction units of 90 minutes per week) at Hiroshima University. In order to examine context-dependent variables such as the teacher's language use, action research was chosen as the most appropriate methodological approach. The data collection involved self-observation, teaching diaries, a student survey, and audio recordings of the lessons. The audio recordings were transcribed and analysed by the teacher himself and two external observers. They were used to show which (native / target language) speech acts were contained in the teacher's input and how the realisation of these speech acts reflected natural communication. After each lesson under investigation a new action plan was devised for the next research cycle in order to improve the input in a way to allow for a more controlled and didactically motivated delivery of speech acts. Within one semester (15 weeks) a total of five research cycles was carried out. The students' response to the altered instruction of speech acts in each research cycle was measured by means of a questionnaire and by semi-structured follow-up interviews, which allowed the researcher to draw potential implications for SLA.

The results indicate that there is a big potential for the improvement in the use of speech acts in German beginners' classes in Japan, which to date has not been fully exploited; the variety of speech acts used (either in the students' native or target language) goes far beyond greetings, leave-takings, thanks, apologies, and requests, which are usually taught to students at this level. Also, the special functions which speech acts may fulfil in the foreign language classroom suggest didactic innovations, which should be made to enable students to act appropriately in the target language from the earliest stages of learning German.

**Seiko Harumi,**

***Japanese EFL learners' use of interactional resources to delay answers in speaking tests*** (poster)

This study explores the use of interactional resources by Japanese EFL learners when they have difficulties in expressing themselves in speaking tests. Although it has been frequently pointed out that Asian EFL learners are weak at oral performance due to lack of confidence, in this specific context of assessment, they are also aware that they need to optimise their performance according to the norms of interactional style in the target language. Despite this clear goal for oral tests, the difficulties they encounter in expressing themselves appear to have various causes.

Adopting a conversational approach, this study therefore investigates novice Japanese EFL learners' interactional resources—both linguistic and non-linguistic—to delay answers in speaking tests. Its focus is an analysis of the way they delay answers while tackling comprehension and production difficulties, looking at their use of utterances and other conversational management skills. It also takes into account their socio-pragmatic competence, which is influenced by their communicative style and the cultural value attached at L1 and its impact on L2 performance in speaking tests. In order to explore their communicative style at L2, it uses a form of comparative analysis of oral performance in speaking tests. In the first case, the participants were thirty Japanese L2 learners of English and in the second, fifteen British learners of Japanese.

Using a detailed analysis of video and audio-recorded speech from term-end tests, which took the form of dyadic oral interviews between a class teacher and a student, the data was quantitatively and qualitatively examined for frequencies of various interactional resources and its functions and intended meaning from a socio-cultural perspective. For this purpose, the participants' interviews aimed to elicit their intended use of interactional resources.

The study found that various interactional resources were used: the use of L1, formulaic expressions, various types of repetition, sound stretches and silences. One difference in their communicative behaviour stood out: British novice JFL learners used more varied linguistic resources than novice Japanese EFL learners, whose responses were less verbally-oriented and relied on the interviewer taking an active role in order to elicit their answers. The study also indicates that novice L2 learners' pragmatic communicative behaviour in their native language, including the system of turn-taking, was evident in their L2 performance. This behaviour can lead to miscommunication among participants and negative assessment of their oral performance.

The study's findings have pedagogical implications, concerning the aspects of pragmatic behaviour that need to be consciously taught at this proficiency level and the way to facilitate this in L2 classrooms. This study also offers insights into the significant role of socio-pragmatic interactional resources in conversational management

skills at L2 and their influence on oral performance in speaking tests.

### **Jaromir Haupt,**

#### ***Living twice as long but half the size: Structure, contrasts and evaluations in science news***(lecture)

The present study is conceived as generic analysis and aims to explain the textual organization and coherence in science news. It examines the structure of science news with regard to three aspects: move structure, evaluative vocabulary and coherence relations. The three different aspects are compared in search for a common functional explanation of the findings.

Based on the analysis of 91 online articles from 13 different websites, the results firstly describe the move structure as consisting of a number of moves and interpret it as a particular transformation of the macrostructure of news. Attention is next given to the lexical signals of the moves, focusing especially on evaluative items and their distributional patterns in texts.

Drawing on the idea that certain coherence relations tend to appear within or between certain generic stages (Gruber & Muntigl 2005) and are thus characteristic of a genre, the study goes on to examine the occurrence of contrastive coherence relations in the generic structure of science news. Several types of contrast are distinguished on the basis of the semantic content they link. They include for example Discovery contrast, which obtains between the moves called Finding and Background and contrasts the state of the science before the discovery with the situation after the discovery, thus emphasizing the so called wonder appeal of the news item and contributing to the newsworthiness of the report. An opposite effect appears with the onset of the Evaluation move, which hedges the sensational tone of the previous moves, creating another type of contrast called Limitation contrast.

Contrastive relations are thus shown to link distinct kinds of semantic content, appearing in a characteristic order bound to the generic structure. Within the generic structure contrastive relations are also linked to evaluative lexical signals and the prosodic pattern of evaluation in the text. Thus, the textual organization of science news is described and accounted for with regard to the interplay of move structure, coherence relations evaluations, as well as the purpose of the genre. In addition, the approach identifies descriptive units which integrate functionally interpreted semantic content and the coherence relations linking it. These units, of which contrast types seem to be a special example, could prove as useful for the description of other relations or genres.

Gruber, H. and Muntigl, P. (2005) Generic and rhetorical structures of texts: Two sides of the same coin? *Folia Linguistica*, 39(1/2), 75-113.

### **Takuo Hayashi,**

#### ***Strategic view of politeness and construal***(lecture)

The popularity of the study of linguistic politeness is said to be triggered by the three classical theories by Lakoff (1975), Brown and Levinson (1978), and Leech (1983). Though the “strategic view” of politeness in these models, and the claim of universality by Brown and Levinson in particular, has been contested by researchers who examined it in non-Western contexts (e.g. Hill et al. 1986, Matsumoto 1988, Ide 1989, Gu 1990), some scholars counter-argued such criticism (e.g. Fukada et.al. 2004, Pizziconi 2003), while others proposed alternative models which complement or modify strategic models (e.g. Watts 1989, Arundale 1997). The present paper takes the position of the last kind and will be based on the model proposed by Hayashi (2009). The fundamental claim of the model, which modifies Brown and Levinson (1978), is that linguistic politeness is expression of demeanor which is essentially driven by self-interest; it is a means by which the speaker demonstrates how his/her desires to project to the participants the face of self and others for his/her interest. I will attempt to reveal how such linguistic realizations of politeness can be accounted for from cognitive perspective. It argues that this projection of face work can be explained and described by insights revealed in cognitive semantics. Though cognitive semantics is often considered as being static, it actually claims to concern dynamic operations of actual language use and the meanings of complex expressions; Langacker (2008:30) contends, cognitive semantics is not concerned with “concept” but “conceptualization” which subsumes not only intellectual notions but broadly encompasses sensory, motor, and emotive experience, apprehension of social and cultural context, and conceptions that unfolds through processing time. In particular, it proposes to reveal such operations by “construal” or “our manifest ability to conceive and portray the same situation in alternate ways” (Ibid., p.43). I argue that politeness expressions can be regarded as manifestations of strategic construal of face in interactional contexts. That is, politeness is one of the interactional factors which impose such construal in that it motivates the speaker to portray the content of a situation consistent with the perceived face. This entails that politeness can be accounted for by such relevant notions as figure vs. ground, profile, frame, reference point, categorization, subjectivity, and perspective. It will be argued that face work imposes a strategic choice of linguistic portrayal, i.e., construal, in ways that can be illustrated by distinct expressions such as *Half of the room is cleaned.* vs. *Half of the room is not cleaned.* *She is my aunt.* vs. *I am her nephew.* *Hilda resembles you.* vs. *You resemble Hilda.* *I think you are mistaken.* vs. *I am thinking you are mistaken.* I will explore how such no-neutral encodings underlie and account for strategic expressions of both

conventional and non-conventional types for positive and negative politeness. A mention will also be made as to how cultural difference of politeness strategy can be characterized in terms of preference of construal (e.g. the difference in the preference of expressing subjectivity between English and Japanese).

**Chris Heffer,**

***Codes and Cases: Effects of Legal Tradition on the Language of Legal Definition*** (lecture)

This paper asks how legal tradition, including the pragmatics of legal text use, can determine linguistic style in the codification of the law, and considers, in turn, how the style of legal codes interacts with the pragmatics of their use. Specifically, it compares the statutory definitions of sexual offences in the Italian *Codice Penale* with those in the UK Sexual Offences Act 2003. Italy follows a Civil Law tradition, which privileges a code written in sufficiently abstract language that it can be flexibly applied by judges to a variety of specific cases. England and Wales follow a Common Law tradition, in which the law is gradually made by judges based on decisions in specific cases. However, codification in the form of statutes and regulations is increasingly common.

A discourse analysis of the two texts suggests that the Italian legislation focuses on how a wrong will be remedied while the English one focuses on the definition of the offence. Thus the Italian text seems closer to a 'natural' narrative of crime and punishment while the English one focuses on categorising the crime. The Italian text omits mention of the central legal questions concerning sexual offences: an understanding of 'sexual'; the defendant's intent; and the complainant's consent. Yet analysis of decisions at appeal reveals that Italian judges do make explicit reference to such concepts when reasoning their decision. Furthermore, they are better able to accommodate new cases than English judges since the vaguer language of the *Codice Penale* allows for greater discretion. Paradoxically, then, it is the legal tradition based on oral cases (the common law) that leads to micro-codification in language rather than the tradition based on written codes (the civil law).

The paper raises the question of whether a similar paradox might apply in linguistic traditions. For example, is a corpus-based approach to language more context-sensitive because a form is only considered valid if attested in a number of specific cases in a given corpus? Or does this lead to codification in such minute detail that little room is left for the infinite aspects of context that are not covered in the corpus?

**Ali Heidari,**

***Target language pragmatic conventions*** (lecture)

There is now an increasing body of empirical evidence in interlanguage pragmatics (ILP) research that is concerned with the nature of language learners' knowledge of target language pragmatic conventions and on how learners acquire or use such knowledge in the performance of speech acts in the second or foreign language. The research in this area has focused on the issues such as teachability of the pragmatic speech acts, the exposure versus instruction and the effect of various instructional treatment conditions (Rose, 2005). Through this research agenda, the rate and route of pragmatic competence has become clearer. As a minute contribution to the clarification of the role of various instructional approaches in the acquisition of pragmatic competence, the present study focused on the effect of instruction, using two awareness-raising methods of L1-based awareness-raising and L2-based awareness-raising and their possible effect on the acquisition of speech acts of request and apology. The intent was to investigate the extent to which drawing on two awareness-raising procedures can affect learners' performance on the two speech acts of request and apology. In order to realize the objective of the present study, three groups of advanced level EFL learners participated in the study. Two groups were subjected to the two treatment conditions of L1-based and L2-based awareness-raising conditions respectively and a third group was used as control group. A period of eight sessions of treatment based on the two conditions and the use of the Analysis of Covariance (ANCOVA) statistical procedure showed that all the participating groups improved over time, but the group receiving L1-based awareness-raising showed an advantage over the L2-based awareness-raising group and the control group. The observed results of the study are analyzed through the two main theories of Noticing Hypothesis (Schmidt, 1990, 1993a, 1993b, 1994a, 1994b & 1995) and Sociocultural Theory and especially the concept of Scaffolding. It seems that the use of learners' native language or L1 (Persian) had sensitized them to the comparative nuances of the realization patterns of the speech acts in L1 and L2 (English) which means that using Learners' L1 helps noticing the distinctive features of the speech acts. Another theoretical stance on which the present results can be explained is sociocultural theory and the concept of Scaffolding. It is argued that scaffolding can be established through means such as the more competent peers, the cultural artifacts such as the guidebooks, dictionaries and already-known languages. In our case it is the already-known language (L1) that provides the source for self-scaffolding when it is applied in the instructional context. Finally, the pedagogical implications and suggestions for further research are presented.

**Vivien Heller,**

***Children's participation in family and classroom argumentation*** (lecture)

Family and school represent the most significant contexts for children's discourse acquisition. In school, extended discourse skills such as argumentation are seen as key competencies with respect to opportunities and obstacles of institutional and societal participation.

The study investigates varying degrees of cultural fit between family and classroom argumentative practices. Argumentation is understood to be a culturally situated communicative practice (Günthner 2000) for managing disagreement. Previous sociolinguistic and ethnographic studies have shown how social milieus are constituted by different communicative practices (Blum-Kulka 1997, Lareau 2003). On the other hand, institutions such as school are reproduced by accepted or non-preferred discourse practices (Heath 1983).

Thus, the study reframes the unanswered question of research on language barriers (Cook-Gumperz 2009) within a new theoretical and methodological approach by shifting the focus from structural and correlative analysis to the contextual analysis of argumentative discourse practices of the same children in different contexts. The micro-analytic reconstruction is based on a corpus of 72 naturally-occurring argumentative sequences of 6 year-old children with Vietnamese, Turkish and German as their first language during tape-recorded family dinner talk and 20 filmed lessons in German primary schools.

Focusing on two cases – 6 year-old children with Turkish and Vietnamese L1 – the children's participation in argumentative sequences in both contexts will be compared. The micro-analytic reconstruction of argumentation during dinner talk documents the diversity of familial argumentative practices in terms of functions, interactional demands, and participant frameworks. Thus, children are differently prepared for demands and expectations relevant in classroom discourse. The analysis of the same children's participation in classroom argumentation reveals that teachers respond to children's contributions in differing ways. The analysis of recipient signals such as minimal responses or evidential markers, question design and reformulations shows how teachers create unequal contexts for both discourse participation and acquisition.

Blum-Kulka, Shoshana (1997): Dinner talk. Cultural patterns of sociability and socialization in family discourse. Mahwah, NJ: Erlbaum.

Cook-Gumperz, Jenny (2009): Re-examining Bernstein: Class, codes, and language in a multilingual/multicultural world. In: *Multilingua* 28 (2/3), S. 125–131.

Günthner, Susanne (2000): Argumentation in German-Chinese conversations. In: Helen Spencer-Oatey (Hg.): *Culturally speaking. Managing rapport through talk across cultures*. London: Continuum, S. 217–239.

Heath, Shirley Brice (1983): *Ways with words. Language, life, and work in communities and classrooms*. Cambridge, Mass.

Lareau, Annette (2003): *Unequal childhoods. Class, race, and family life*. Berkeley: Univ. of California Press.

## **Tiit Hennoste, Riina Kasterpalu**

### ***Positive answers to positively formulated yes-no questions in Estonian institutional interaction*** (lecture)

In our presentation we deal with most prevalent positively formulated yes-no questions and their positive answer variants in Estonian institutional interaction. We have analyzed 365 randomly selected question-answer pairs from Corpus of Spoken Estonian of University of Tartu (Hennoste et al 2008).

There are four frequent question formation variants in Estonian institutional interaction: with question particles *kas* 'whether', *vä/või* 'or', *jah* 'yeah', without question particle. We found three frequent variants of positive responses in our data. The most frequent one is minimal answer *jah* 'yes'. Second one is *jah/jaa* 'yes'+ (verb) repeat; third is *jah/jaa* + full sentence with (partial) repeat or modification of the question. We call the last two variants *yes+* responses.

Our analysis shows that questions are dividable into two groups according to their structure. Neutral questions (NQ) are formulated 94% by sentence. 80% of NQs are formulated by question particle, mainly *kas* (66%). 'Conductive' questions (CQ) which contain some explicit bias towards one answer rather than other are formulated more likely by non-clausal utterances (phrase, word, 60%), without a question particle (57%) and their preferred question particle is *jah* (65%).

Those formation variants have different sequential positions and roles in interaction.

NQs are almost always conducting primary actions in the dialogue. They are used for request of new information and their positive answer is affirmation. CQs are almost always non-primary actions. Most of them are used to initiate repair and seek confirmation in response. Some of them are used to elicit new information (e.g. insertion questions before response, pre-sequence questions) with affirmation in response. (Terms 'primary/secondary action' and 'affirmation/confirmation' are from Sorjonen 2001, Keevallik 2010).

*Kas*-questions are almost always formulated as full sentences. The main role of *kas* is to mark that question is a NQ and it is conducting a primary action. There are few *kas*-questions used in non-primary actions, namely as insertion questions.

We can conclude that responses to *kas*-questions are affirmations in our data. 88% of them are formulated as *jah*+sentence and contain often additional information in the same sentence or TCU. There happens to be no minimal answers with particle *jah* to *kas*-questions in our data.

*Jah*- questions and questions without particle are similar in many ways. They are mostly phrases or words which repeat or modify some part of previous turn. Most of them are CQs and repair initiations. There are also few NQs without question particle which are insertions or pre-sequence questions. We can conclude that both groups are used in non-primary action. At least 85% of those questions receive minimal answer *jah* which could be confirmation (in repairs) or affirmation (in other actions).

There are differences between response variants. Keevallik 2008 has found that *jah* is used in non-primary actions. Our analysis confirms this and shows that *jah* is also used to answer CQs and only rarely NQs and could be confirmation and affirmation. *jah*+answers are used mainly in response to primary actions as affirmations but they could be used also in non-primary actions as affirmations and confirmations. The variants of *jah*+ answers form continuum with two poles. Answers in primary actions are *jah*+sentences (+often some additional information). Confirmations are formulated mostly with *jah*+repeat. Affirmations in non-primary actions lie between the two poles.

**Annette Herkenrath,**

***Wh-constructions in Turkish from a syntactic and a discourse-analytical perspective***(lecture)

This paper approaches the discourse-pragmatic and syntactic characteristics of *wh*-constructions in Turkish from two theoretical points of view, confronting UG/minimalist syntax (e.g. Chomsky 1995; Radford 2004; Rizzi 1997, Watanabe 2001) with functional pragmatics (Rehbein 1977, 1999 etc.; Ehlich 1979 etc.). Both approaches have proposed specific analytical models for treating syntax and pragmatics in an integrative way.

The analysis is based on elicited narrative conversations involving Turkish children between the ages of 4 to 14 as well as their families, recorded in Turkey in the 1990s and 2000s, transcribed according to discourse-analytic conventions (see ENDFAS-SKOBI corpus: Rehbein 2009; Rehbein et al. 2009). The data contain a variety of syntactic positions of *wh* empirically realized in spoken Turkish, such that, e.g., the generativist assumption that *wh*-expressions are syntactically related to a given functional category associated with a specific information status can be confronted with a discourse analysis of empirically documented constellations of knowledge.

*Wh*-constructions display a number of phenomena that call for both a syntactic and a discourse-pragmatic analysis and the following points are the results of a combined approach:

- (1) The basic function of *wh*-elements is to verbalize a knowledge deficit and its semantic domain. Interrogativity however is not inherent to *wh*.
- (2) Further functions include the presentation of a knowledge deficit as an object of thought or talk, the thematic structuring of the discourse, the elicitation of knowledge from a hearer, as well as the handling of turn taking. These functions only emerge from a discourse-based analysis.
- (3) Both *wh*-elements and *wh*-constructions play an ambivalent role with respect to widely employed concepts such as ‘topic’, ‘focus’ and ‘illocution’. These concepts should be taken seriously in their relation to the realities of discourse, knowledge and interaction. A functional-pragmatic analysis can be used to argue for or against the assumption of a given syntactic position.
- (4) While playing a role in discourse connectivity, *wh*-elements in Turkish, unlike in Western Indo-European languages, are not involved in procedures of syntactic subordination. Interrogative and non-interrogative uses are syntactically distinct.

The paper comparatively evaluates the two theories with respect to what they contribute to an analysis of the communicative and morphosyntactic characteristics of Turkish *wh*-constructions, focusing on five main aspects:

- (1) communicative functions in the structuring of the discourse, (2) illocution, (3) the inner structure of *wh*-expressions, (4) syntactic characteristics, and (5) connectivity.

**María de la O Hernández López,**

***Towards the quantification of politeness: Measuring degrees of assertiveness and affiliation in institutional interaction***(lecture)

Since the publication of the first studies on politeness (Brown and Levinson, 1978,1987, Leech, 1983; Lakoff, 1973) and up to the current theories that attempt to explain communication and politeness from more comprehensive perspectives (e.g., Arundale, 2004, 2006; Locher, 2006; Locher and Watts, 2005; Spencer-Oatey, 2000, 2008, among others) there has been a constant need to categorise interpersonal communication into dichotomies that vary from culture to culture, namely, involvement-restraint (Scollon and Scollon 1995), directness-indirectness (Blum-Kulka et al. 1989), routinization-novelty (Spencer-Oatey and Jiang, 2003), orientation towards self –orientation towards the other (House, 2000), modesty-approbation (Spencer-Oatey and Jiang, 2003), etc. However, examining clear-cut categories may be problematic in that a) we assume all the cultures may fall within one of the categories analysed, b) we do not know exactly to what extent a context/culture may fall within a certain point of the scale with respect to other contexts, c) results can not always be extrapolated or complemented with subsequent studies, and d) communicative orientations do not necessarily have a one-to-one relationship with the interlocutor’s expectations and perceptions.

Even though some attempts to tackle and quantify relative contextual variation has been found (cf. Ogino, 2009), this is still an area of research in need of further examination. Thus, it is the aim of this paper to not only offer a reflection on this issue, but also to undertake a study that may be applicable to different cultures in order to understand their relative nature in terms of pragmatic variation. Given the difficulty to account for a quantification and specification of interpersonal communication, this paper examines 80 interactions (40 in Peninsular Spanish and 40 in British English) in institutionalized contexts (doctor-patient communication) to interpret sociopragmatic variation in the degrees of assertiveness and affiliation expressed, and under the

umbrella term of Sociopragmatic Interactional Principles (Spencer-Oatey and Jiang, 2003, Spencer-Oatey, 2000, 2008) that guide communication. Thus, this paper aims at bridging the gap between quantitative and qualitative studies on interpersonal communication and therefore it attempts to offer a contribution on the relative nature of politeness as a measurable, culture-bound phenomenon, depending on the varying degrees of solidarity/affiliation-distance (Scollon-Scollon, 1995; Bravo, 2005) and consensus-self-affirmation (Hernández-López and Placencia, 2004; Fant, 2007). The results show that not only Spanish and British interlocutors hold different expectations in the medical encounter (i.e., Spanish participants hold affiliation and assertiveness as positive values in interaction while British participants understand restraint and consensus as consideration for others), but also that they do not represent two extremes of two different poles affiliation-restraint and assertiveness-consensus. This study, then, will give way to the implementation of subsequent studies on the same basis, with the aim of better accounting for contextual relativity.

### **Liesel Hibbert,**

#### ***President Zuma's election and inauguration address – shifts in authorial voice.*** (lecture)

In assessing the election address of President Zuma on 6 May 2009 in South Africa, as well as his inauguration speech of 9 May 2009, one notes a much more inward-looking, 'man of the people' approach than that of his predecessor, President Mbeki. In his election speech of 6 May 2009, Zuma constantly foregrounds local affiliations, and references to his own positive personal qualities, addressing exclusively his own majority votership.

In contrast to this, in his inauguration address of 9 May 2009, Zuma not only addresses his votership, but this time, the entire nation. There is a distinct attempt at a shift from extreme subjective authorship in the election speech to a deliberate 'repair-job' to objective authorship in the inaugural address. Signs of the individual authorial presence are reduced in the inaugural speech, in order to attempt a more inclusive rhetoric. How this is effected through discursive choices, and how it fails to a large extent, will be discussed. A retrospective view of Zuma's delivery portfolio provides evidence of unfulfilled promises and continued erosion of democratic principles and practices which violate human rights.

The discussion will be contextualized within the framework of the current political situation, as well as through reference to the rhetoric of Zuma's predecessor, President Mbeki, who was presented to the public as a strong supporter of the pan-Africanism. Zuma's speeches signal a radical shift from Africanism and pan-African and from the agenda of the OAU, to what may be termed a return to tribalist notions of citizenship, authority, governance and leadership.

### **Raquel Hidalgo,**

#### ***Proxemics, body language and face-management in Spanish political interviews*** (poster)

Political interview is a recent genre in historic terms, but is becoming increasingly visible as a device for politicians to address their messages to citizens, competing in importance with parliamentary debate (Chilton 2003). In addition to its importance, political interviews have interested linguists for various reasons, such as the peculiarities of the questions (Chilton 2003) and interruption devices (Bull 1983, 1987). Also, this genre is interesting because, under the general question-reply structure, it offers different types of settings, roles and interactive forms –ranging from rigid question-reply structures to more conversational and even dialectic and confrontational forms.

In this paper we examine how politicians manage and negotiate their image (so called *face* but in a broader sense; Spencer-Oatey 2000, 2007) in face-to-face interactions with citizens. The data are drawn from a recent political interview format offered in Spanish television (2007-2010), where politicians have to answer the citizens' questions, rather than the traditional format where professional journalists perform that role. The communicative event is thus peculiar in different aspects. In the first place, the proxemics and stage arrangement are different from previous types of political interviews, having here a semi-circle stage where the politician stands face-to-face and at short distance from the audience. In the second place, the interviewees are ordinary citizens chosen at random. Therefore, interviewees do not follow the prescriptive rule of "neutralistic stance" (Clayman & Heritage 2002) which is expected of professional journalists. On the other hand, the politician is driven to offer a positive image of him/herself and avoid confrontation; however, s/he will have to manage the citizens' (often negative) evaluations and to claim and negotiate face through interaction. Also non-verbal communication is affected, the politician having to adapt to the peculiarities of the event.

In the analysis of the collected corpus we have examined the following aspects:

- (i) The general arrangement and proxemics of the stage where the interaction takes place;
- (ii) Posture (alignment) and hand gestures of 4 politicians of the corpus.
- (iii) The question-reply pairs of 4 full interactions.

The analysis of the data show that the politician's image is the result of a complex process which takes place within interaction, and that there are interesting differences in the four interactions analysed. At least two facets of face come to surface in the analysis of the interactions: politician's face as "image of himself", which would be the set of attributes and behaviors which the politician aims to project over to the audience; and an

interpersonal facet of *face*, which is subject to negotiation in interaction.

### **Ciska Hoet, Jürgen Jaspers**

#### ***Repertoire at stake. A discursive analysis of conflicting repertoire definitions in Flemish theatre.***(lecture)

Canon debates are often divisive as they centre on questions of representation: they ask what art works, stories and sets of (historical) knowledge should be recognized as essential and reflective of a nation's or a civilization's past trajectory or identity; consequently these debates have a significant impact on what is to be seen as 'own' versus 'other', 'knowledge' versus 'beliefs', in educational curricula and policy-making, as well as on how the nation re-represents itself in new cultural expressions. State-subsidized art, such as the performing arts, above all have been the subject of much discussion on the manner and extent to which they pay tribute to a national tradition or how they re-enact and speak to the nation and are subsequently deserving of further financial support. This is no different in Flemish Belgium, where recent years (2008-2009) have seen heated debate on the definition of 'repertoire' in the theatre and who can claim to perform it.

But while canon wars have been studied widely in the fields of literature and education, it is often hard to find analyses of such debates with respect to the performing arts and the theatre in particular. This paper therefore sets out to analyse recent public discourse on repertoire definitions in Flemish Belgium as part of a wider project investigating the post-war construction and contestation of the performing arts canon. Building on a post-structuralist discourse-analytic framework inspired by the work of Laclau & Mouffe (1985), we will ask how repertoire is defined, who gets to define it, why and with which effect for relevant others.

Our data consist of newspaper articles and interviews with politicians, theatre makers, actors and critics, assembled between August 2008 (when public discussion started) and June 2009 (when discussion subsided). Interestingly in this debate, it was often hard to find issues of representation made explicit, while repertoire as a concept was stretched to include widely diverging opinions and ideas about texts and performing practices at the same time. Repertoire, in other words, became an 'empty signifier' (Laclau 1994), and such signifiers have been frequently identified as crucial battle grounds in public debate, or as terms in an ideological struggle that participants try to define in favour of their own socio-political position. Thus, while representation or socio-cultural identity were never made explicit, participants' definition of repertoire was representational of their attempts at constructing/defining the canon.

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Laclau E. & C. Mouffe 1985. Hegemony and socialist strategy. *Hegemony and Socialist Strategy, Towards a Radical Democratic Politics*, London.

### **Jin-ok Hong,**

#### ***A discourse approach to Korean request strategies:***(lecture)

Many studies have asserted the multi-functionality of speech acts operate according to either universal (Searle 1975; Leech 1983; Brown and Levinson 1987) or culture-specific principles (Blum-Kulka 1987; Matsumoto 1988; Ide 1989; Fukushima 2000; Reiter 2000; Byon 2006). The previous studies have also argued there was a correlation between politeness and indirectness. According to Brown and Levinson's politeness theory, the higher the speaker perceives the risk of face-threatening acts to be, the more indirect the strategies that they employ to counteract them will have to be (1987: 73). Brown and Levinson's functional paradigm is only concerned with social parameters (P, D and R) and overlooks how cultural values can be a linguistic constraint (Arundale 2006: 202). Brown and Levinson claim that requests always involve an element of face-threat cannot explain culture-specific face that depends primarily on culture-specific values (such as familiarity, in-group relationship, and warmth and mutuality in Korea) to mitigate the face threat of a request.

According to my study, Korean cultural scripts incorporate a framework of personhood in the construction of polite linguistic behavior (Kang 2000: 305). When cultural values function as a face redress mechanism, they enable control of the social constraints (power, distance and imposition variables). The greater the imposition, the more the speaker tends to rely on the cultural values in order to achieve his/her strategic goal. When the speaker's particular strategic intention runs counter to interactional norms he/she can utilize cultural values combined with honorific forms in order to better negotiate his/her request.

The reason for this is that if the strategic goals deviate substantially from the existent social norms, linguistic forms alone is not sufficient enough to counteract the face threats. As a result, speakers often incorporate cultural values combined with honorific devices in order to successfully make requests. Confucian cultural values are therefore used as mitigating strategies and function as another ranking of the imposition ('R') variable that influences politeness in action. Naturally occurring data derived from institutional discourse contexts were used and analyzed qualitatively by integrating both the Confucian framework and a spoken discourse approach. The Confucian framework is employed in that Korean linguistic politeness comprises interactional, functional, strategic, and intentional strategies that display psychological, meta-pragmatic, cognitive, and cultural values.

Findings herein highlight three important aspects of Korean honorific use in relation to linguistic politeness.

First, along with the level of indirectness, Koreans also manipulate the cultural values of their speech acts to form pragmatic expressions of politeness.

Second, common cultural values function as another 'R' variable because culturally shared knowledge (Confucian values/Confucian script) is anchored on the individual frame, which directly controls power and distance variables.

Third, because Confucianism is a Korean cultural framework of personhood in all kinds of social interactions, Koreans reference both individual frameworks and cultural script in the negotiation of requests.

### **Yuri Hosoda, David Aline**

#### ***Persistent Preference for Selected-Student Response in Educational Settings***(lecture)

This presentation examines student response to teacher questions in primary school English as a foreign language classes, discussing two preferences associated with question-answer sequences in educational settings. Sacks, Schegloff, and Jefferson (1974), discussing preference for selected recipient to speak next, state that if the current speaker selects next speaker, selected recipient is obliged to speak. In the case of question-answer sequences, when current speaker selects next speaker, selected recipient's answer becomes conditionally relevant. When selected recipient fails to immediately produce an answer, speaker who produced the question pursues an answer employing various techniques (Pomerantz, 1984; Sacks, 1987). Recently, Stivers and Robinson (2006), examining mundane multi-party conversation, found that when the preference for selected recipient to speak next conflicts with progressivity in interaction the parties prioritize preference for progressivity. That is, when selected party displays some trouble answering the question, non-selected party may provide an "on-record" answer for selected party, thus demonstrating a stronger orientation to preference for progressivity of interaction and contiguity of answer (Sacks, 1987) than the selected-recipient-speaks-next practice.

In contrast, in institutional settings, the balance of the two preferences found in mundane conversation may not be the same. Examining one particular institutional context, educational settings, we found that preference for selected recipient to speak next was always observed in environments where the teacher provided a question selecting a student to answer.

Data consisted of 22 English as a foreign language classes in Japan. In each class were: a Japanese homeroom teacher, a native or near-native English-speaking teacher, and 20 to 30 primary school students at various grade levels. Additionally, in 7 of the classes university students assisted as teacher trainees.

Analysis revealed a persistent preference for selected recipient to speak next in this educational setting. Orientation to this preference was observed not only in the actions of the teachers who repeatedly pursued response from selected student, but also in the actions of those teacher trainees and non-selected students who provided "off-record" (whispered) assistance. No matter how long it took for selected student to answer or how much off-record assistance the student needed, the teachers and other students waited for selected student to respond. That is, the whole class demonstrated strong orientation for selected student to provide an answer. This orientation was further demonstrated by teachers' and non-selected students' action of offering "full credit" through verbal and nonverbal positive assessments to the selected student who received others' off-record help. Such orientation and actions by the participants index this particular institutional setting.

In summary, a difference was found in regard to two preferences in question-answer sequences between mundane conversation and educational settings. In mundane conversation, if selected recipient fails to immediately provide a response, non-selected recipient may provide on-record response on behalf of selected party, thereby sacrificing the selected-recipient-speaks-next practice in favor of progressivity. In educational settings, however, when selected recipient does not immediately answer, the actions speaker and/or non-selected recipients take for the interaction to progress forward, providing off-record assistance, display their orientation to maintaining the selected-speaker-speaks-next practice.

### **Hironichi Hosoma,**

#### ***Extended gesture unit and adjacency pair***(lecture)

Kendon (2004) defined a gesture unit as the interval between successive home positions of the limbs. He also defined preparation, stroke, hold (pause), and recovery as different kinds of gesture phase in a unit, and showed how the phases of speaker's gestures are well coordinated with the structure of his/her utterances. In ordinary conversations, however, single gesture unit is not limited within a turn, but often extended to the next turn of the other speaker, and new phases are produced even while the producer of the gesture makes no utterance. This presentation considers examples of extended gestures enacted by the first speaker in an adjacency pair and a post-expansion. The data are taken from conversations of 3 undergraduate students talking about their experiences. In these simple examples, the gesture of the first speaker continued until the first speaker enacted the sequence-closing third. In examples illustrating the organization of dispreference, the time structure of the gestures is coordinated with the utterances of both first and second speakers: prolonged gestures by the first speaker are delayed, mitigated, or elaborated (Schegloff 2007) according to the structure of the second pair part. When preferred responses are elaborated and rendered more complex, gesture phase can be elaborated according

to the structure of the responses. We discuss the properties of an extended gesture, which is produced by an utterance of one party and continued over multiple turns, in order to reconsider the second part activity as the interactive process of the first speaker and the second speaker.

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Schegloff, E. A. (2007). *Sequence Organization in Interaction: A Primer in Conversation Analysis I*. Cambridge University Press.

### **Mian Huang, Xu Shenghuan, & Wu Bingzhang**

#### ***Stereotypical Relations and Utterance Understanding: An Introduction to Stereotypical Relation-Based Approach to Pragmatics***(lecture)

Like Relevance Theory, Stereotypical Relation-Based Approach can be seen as a cognitive approach to pragmatics. There is no denying that Relevance Theory has left a lot of questions unanswered. For instance, how exactly are assumption schemas filled out? (Sperber & Wilson, 1995: 170). To this question, SRBA can give a tentative answer, which may add to Relevance Theory. According to SRBA based on the mental models proposed by Kenneth Craik first in 1943 and then by Johnson-Laird and Byrne in 2000, assumption schemas are filled with mental models which are sets of knowledge organized in the pattern of Stereotypical Relation which can be boiled down to proximity and similarity. Proximity which is depended upon by two logical progressions (chronological and spatial), recognizes that humans may make sense of what we encounter by organizing information in the ways that parallel how that information was encountered. On the other hand, similarity recognizes that we naturally organize information we encounter by grouping it together with other like information. The expectations of proximity and similarity are the guidance for people towards the intentional explanation of an utterance. For example,

*Example* [Situation: the mother found the money in her drawer gone.]

Mother: Who took away my money in the drawer?

Son: I went to school by taxi.

Mother: That's OK.

Hearer's knowledge and experience of "taking a taxi" can be boiled down to the events in stereotypical relation as: (i) hail a taxi — (ii) get on a taxi — (iii) arrive at the destination — (iv) pay taxi fare — (v) get off the taxi. (i), (ii), (iii), (iv), (v) are proximate, which provide a set of alternative choices for the hearer to complement and elucidate the literal meaning of an utterance by making inference in the way of reason-giving as "if x, then possibly y" under the influence of context. Context imposes constraint on the choice-making process as downward causation which is used as a designation for an alleged downward effect which emanates from the emergentally defined higher level onto its constituents in the lower level (Emmeche, Køppe & Stjernfelt 2000: 13-34). In this example, the expectations of proximity as illustrated above are precise and predictable enough to guide the mother to her son's intention. Her reasoning goes like "if the son takes a taxi to school, then possibly he has to take away the money in the drawer to pay the taxi fare".

Burke, Kenneth. 1969. *A Grammar of Motives* [M]. Berkeley, CA: University of California Press.

Emmeche, Claus, Simo Køppe & Frederik Stjernfelt. 2000. Levels, emergence, and three versions of downward causation [A]. In Peter Bøgh Andersen, Claus Emmeche, Niels Ole Finnemann & Peder Voetmann Christiansen (eds.), *Downward Causation: Minds, Bodies and Matter* [C]. Århus: Århus University Press, 13-34.

Johnson-Laird, P. & Ruth Byrne. 2000. *Mental Models Website: A Gentle*

*Introduction* [DB/OL]. [http://www.tcd.ie/Psychology/Ruth\\_Byrne/mental\\_models/theory.html](http://www.tcd.ie/Psychology/Ruth_Byrne/mental_models/theory.html)

Sperber, Dan, & Deirdre Wilson. 1995. *Relevance: Communication and Cognition* [M]. Oxford: Blackwell.

### **Minyao Huang,**

#### ***Vagueness as semantic indeterminacy: Experimental findings***(lecture)

A linguistic expression is taken to be vague if certain "borderline" cases could be found, wherein the application of the expression is *unsettled* (i.e. unclear). This paper reports the findings from a series of experiments conducted to test the *classificatory indeterminacy* of competent English speakers when they are prompted to classify borderline cases *by means of vague expressions*. The implications of these findings on (i) the appropriate model for the construction of vague concepts and (ii) the appropriate model for their truth-conditional aspects of meaning will be touched upon.

To begin with, the postulated indeterminacy in question consists in the participants' *diverging* responses in classifying *identical* borderline objects when the latter are presented in conjunction with *different* groups of objects to which the vague expression clearly applies/excludes. For example, a participant is asked to pick out what she thinks are ripe tomatoes (presented in pictures) suitable for certain purpose. In one setting the choices contain predominately clearly-red tomatoes and a tomato whose colour borders on the clearly red. By contrast, in another setting the choices contain the same tomato (in borderline red) and predominantly clearly-orange tomatoes. Pilot trials have indicated that participants are significantly more likely to include the borderline case as "ripe tomato" in the latter than in the former. The preliminary result is interpreted as due to the differences in

the *psychological backgrounds* (caused by the manipulation of the surroundings of the borderline object) against which the classificatory act is performed. It remains to be seen whether similar patterns of classificatory indeterminacy will be replicated in a wider class of vague predicates, observational (e.g. fresh/green leaf) and non-observational (e.g. a date close to Christmas).

Furthermore, the following implications of the postulated indeterminacy will be discussed. First, if the activated concept responsible for the classificatory response could vary among different psychological backgrounds, it may well be the case that *many a* concept, as opposed to a single invariant concept, is constructed “on the spot” to represent a category. Accordingly, there may not be a determinate boundary between, say, the conceptual category of red tomatoes and that of orange tomatoes. Rather, these two categories may better be construed as one category representing the redness-cum-orangeness of tomatoes. Pictorially speaking, the overarching category would operate like a spring with two rigid ends, the loose middle of which then resembles the indeterminate boundaries. Next, what becomes of the semantics of vague expressions if their vagueness manifests as indeterminacy in use? Taking pragmatic factors such as the activated psychological backgrounds into consideration, there are at least two ways to cash out the semantics (Åkerman and Greenough, 2010). First, a vague expression may possess an indexical-style semantics, whose extension is determined partly by the *internalcontext* (i.e. the psychological background) in which the expression is used. Second, the truth conditions of a vague expression may reflect what the *internalworld* is like for it to apply. That is, the application of a vague expression is gauged against the psychological background, as well as the worldly setting. Either way, it is safe to conclude that if vagueness in the use of linguistic expression could be empirically established as a kind of semantic indeterminacy, internal pragmatic factors may well contribute to the semantics of vague expressions.

### **Kairi Igarashi,**

#### ***Denial, swearwords, and metarepresentation***(lecture)

A class of English expressions are used to object to prior utterances without any overt negation. (Cf. Bolinger 1977, Horn 1989) :

(1) A: She says she’s too busy to see you.

B: Busy, my foot! She simply doesn’t want to.

(2) “We’ll get the facts in plenty of time to act.” “Who is? Who’s getting them?” the youth said. “Facts, hell! ...” (Faulkner, “Dry September.”)

(3) ...and when I accused him of being illogical, he shouted, “Logical fiddlesticks!” and slammed down the receiver. (Paul Johnson, *Intellectuals*.)

(4) “It was signed?” Markby interrupted sharply.

“Like hell it was! Of course it wasn’t.” (BNC)

(1)-(3) contain the metarepresentation of (part of) the echoed utterance, but the phrase in (4) is slightly different. Normally, metalinguistic negation doesn’t go along with negative polarity items, and if *like hell* is a case of metalinguistic negation, that would lead us to expect *like hell* shouldn’t occur with NPIs either, as Horn says in (5).

(5) Like hell, I {still love you/\*love you anymore}. (Horn 1989: 402)

But there is an attested example that does take a negative polarity item, as shown in (6). Note the lack of tonal break between *like hell* and the rest of the utterance.

(6) When *Burrell*, described by *Diana* as her “rock”, later claimed that *Prince William* would one day thank him for his work, Shand Kydd commented: “... Like hell will William ever thank him.” (From *Scotsman*.)

When integrated into the rest of the utterance, *like hell* behaves as a negation of the asserted part of the utterance, and when they have a pause in between, it behaves as a metalinguistic negation. Thus my descriptive generalization will be (11).

(7) a. [...A..., *my foot/hell/fiddlesticks*]behaves like a metalinguistic negation.

b. [*Like hell*(,) ...A...] behaves like a metalinguistic negation when separated from A, but it behaves like a descriptive negation when integrated into A.

Spenader and Maier (2009: 1710-11) also notice similar examples and call the phrases “*bullshit-operators*”, which “generally retract everything asserted, presupposed, implicated or implied in the previous speaker’s statement.”

(8) A: Jane stopped smoking. B: Bullshit, she never even smoked in the first place.(Spenader and Maier 2009: 1715)

In their LDRT-based account, in which they dispensed with the quotation-operator posited by van der Sandt (1991), such assertions, presuppositions, implications, or implicatures originally present in the common ground are deleted when they are denied. But I don’t see how their account can explain the form denial of (2) and (3), the relative placement of particles with respect to the rest of the utterance, or the NPI in (6).

My contention is that we need to resurrect the quotation-operator to allow us to specify the level of metarepresentation to come under the scope of *bullshit-operators* (cf. Noh 2000), and that any swearword can function as a *bullshit-operator* if they have a metarepresentation under its scope.

**Reiko Ikee,**

***Negotiation of meanings of metaphorical expressions in a court case***(lecture)

In daily spoken discourse of non-legal settings, the use of trope or metaphorical expressions is taken for granted and their meanings can be implicitly negotiated and agreed by the participants. In legal discourse, on the other hand, figurative language is assumed to be avoided because figures of speech or poetic use of language presents a variation of vagueness and ambiguity (Tiersma 1990: 427, Tiersma 2000: 128). When metaphorical expressions are disputed in a court case for defamation, the applicant (plaintiff) and the respondent (defendant) explicitly disagree and try to establish the meaning of the disputed figurative expression according to each party's goal: the applicant tries to prove that the expression is inaccurate and misleading while the respondent attempts to show that the expression is reasonable and appropriately describes the facts.

As an example of the negotiation process of metaphorical expressions in court, I use an Australian court case, in which newspaper articles featuring a Christmas cruise were decided to be misleading and defamatory. Linguistic data for this research consists of newspaper articles and transcripts of the witnesses' testimony, and the judge's decision. The presiding judge decided that the articles were misleading and deceptive in reporting passengers' speech and, hence, caused damages to the applicant, the cruise ship company.

This paper examines how meanings of metaphorical expressions used in one of the articles were disambiguated and negotiated in testimony. For this purpose, the interrogative strategies applied by the applicant and the respondent are analyzed and compared. Also the judge's decision is referred to in order to examine which parts of the arguments of each party were accepted and which parts were dismissed.

One strategy applied by both the respondent and the applicant was avoidance of the use of metaphorical expression and substitution for more specific terms. The disputed phrase was 'chaos at disembarkation', which appeared in the juxtaposed noun phrases in the article as the passengers' alleged complaints about the mismanagement of the cruise. The respondent and the applicant did not use 'chaos' in their interrogations and substituted it for 'problems', 'difficulties' or 'delay'. Furthermore, each party tailored their interrogative forms according to their needs. The applicant used 'any particular delay' and 'unusual delay' in order to localize the problem: "Can you recall whether at any of those foreign ports there was any particular delay or unusual delay in disembarking from the ship?" On the other hand, the respondent posed a question, providing more open choices: "Mrs Stranger, did you experience any problems in disembarkation—at particularly Singapore?"

Another strategy the applicant used to prove a metaphorical expression to be inaccurate was asking witnesses whether they regarded the expression as an accurate description of the voyage: "Can you tell his Honour whether you would regard the use of the word "nightmare" in relation to the voyage as an accurate or inaccurate description?" On the other hand, the respondent asked the witnesses whether the experience of 'nightmare' was subjective and personal: "Would you agree with me that whether or not a particular experience is a nightmare is a very subjective thing; what for one person might be a nightmare for the next person may well not be a nightmare?"

Such contrastive strategies between the two parties and the judge's decision reveal interface and gap between legal discourse and non-legal discourse involving metaphorical expressions.

Tiersma, Peter. 1990. The language of perjury: "literal truth", ambiguity, and the false statement requirement. *Southern California Law Review* 63, 373-431.

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**Shoko Ikuta,**

***Speech act sequence in "interaction unit design" by English and Japanese speakers***(lecture)

In an interface of pragmatics and interactional sociolinguistics, this paper explores the speakers' planned interactional strategies in terms of speech act sequence organization, which I hereafter refer to as "interaction unit design". It is part of a study to probe how English and Japanese speakers intend to manipulate speech act sequence as an interactional strategy to achieve their sociopragmatic goals. In particular, this paper focuses on (1) what types of speech acts the speakers plan to employ in a negotiation sequence before launching into it, (2) how they organize those acts into an interaction unit, and (3) to what extent such planning is shared by the speakers of the two languages.

For the purpose of examining such an interaction design unit (or a "blueprint") by the speaker rather than the actual interaction, the study utilizes data previously collected through a type of discourse completion test in surveys conducted in the United States and Japan. In each country over 50 university students were guided to provide a type of negotiation sequence in which they must make a directive speech act in each of two different social situations (one with a socially distant interlocutor and the other with an intimate interlocutor). The data analysis is primarily quantitative, focusing on the frequency and the types of speech acts accompanying the intended directive act, and the distribution of those acts within each interaction unit. The quantitative approach is taken to explore the prototypical design of the interaction unit shared among the speakers of each language, and to compare the results from the two languages.

The results indicate that the speakers of both languages plan, prior to the actual interaction, the use of multiple

speech acts accompanying the intended directive, and are likely to employ more speech acts in situations where they are supposed to interact with a more socially distant interlocutor than with an intimate one. The results also suggest that, in addition to some differences in the selection of speech act types, English speakers tend to distribute the multiple speech acts among different turns in a sequence, whereas Japanese speakers are inclined to arrange those acts within a single turn, i.e., the same turn as the directive.

**Rei Ikuta,**

***How do means of securing coherence vary from text type to text type?: A study of the use of temporal markers in newspaper articles***(poster)

This study deals with the question of how means of securing coherence vary from text type to text type. Among various coherence relations of text, I focus on the “temporal coherence”, and analyze explicit markers which signal the coherence, such as adverbial phrases (e.g., in two days), dates and timephrases (e.g., October 1, 2010; 4 pm), and relative temporal adverbs (e.g., after). The sum effect of these markers is to improve temporal coherence (Gernbacher 1996), so it is possible for one to assume that text which includes more of these markers is temporally more coherent. However, it is arguable that different text types require different markers with different frequencies. For example, narratives that depict continuous events in chronological order may not require a lot of explicit temporal markers because it is clear that following sentences depict following events. High frequency of markings in such texts can result to “a degree of redundancy” that would not be “tolerable and can irritate or even annoy” the reader (Bublitz 1998). Thus, in order to investigate more thoroughly the relationship between text types and temporal markings, I analyze both qualitative and quantitative differences of the occurrence of these temporal markers in different text types, and discuss how, why, and to what extent the differences occur.

Articles from *The Wall Street Journal* are used as the data. I chose four types of articles for the analysis: (1) articles reporting murder cases as first reports, (2) follow-up articles of murder cases, (3) articles reporting the trials of murder cases, and (4) obituaries.

I argue that two characteristics of the articles affect the qualitative and quantitative differences of markings. Those two characteristics are: the articles’ ways of ordering events, and the degree of emphasis they put on temporal coherence. As for the articles’ ways of ordering events, type-(1) reports continuous events which occurred in crime scenes in chronological order, while type-(2) and (3) depict events according to their newsworthiness at the expense of chronological ordering, and type-(4) depicts discontinuous events in chronological order. As for the degree of emphasis on temporal coherence, (1), (3), and (4) are highly required to make known to the reader which event occurred when, while (2) is not.

**Noriko Inagaki,**

***An alternative approach to ‘understanding’ – Perspective of Gadamer’s hermeneutics on ‘understanding’***(lecture)

This paper approaches the discourse-pragmatic and syntactic characteristics of *wh*-constructions in Turkish from two theoretical points of view, confronting UG/minimalist syntax (e.g. Chomsky 1995; Radford 2004; Rizzi 1997, Watanabe 2001) with functional pragmatics (Rehbein 1977, 1999 etc.; Ehlich 1979 etc.). Both approaches have proposed specific analytical models for treating syntax and pragmatics in an integrative way.

The analysis is based on elicited narrative conversations involving Turkish children between the ages of 4 to 14 as well as their families, recorded in Turkey in the 1990s and 2000s, transcribed according to discourse-analytic conventions (see ENDFAS-SKOBI corpus: Rehbein 2009; Rehbein et al. 2009). The data contain a variety of syntactic positions of *wh* empirically realized in spoken Turkish, such that, e.g., the generativist assumption that *wh*-expressions are syntactically related to a given functional category associated with a specific information status can be confronted with a discourse analysis of empirically documented constellations of knowledge.

*Wh*-constructions display a number of phenomena that call for both a syntactic and a discourse-pragmatic analysis and the following points are the results of a combined approach:

- (1) The basic function of *wh*-elements is to verbalize a knowledge deficit and its semantic domain. Interrogativity however is not inherent to *wh*.
- (2) Further functions include the presentation of a knowledge deficit as an object of thought or talk, the thematic structuring of the discourse, the elicitation of knowledge from a hearer, as well as the handling of turn taking. These functions only emerge from a discourse-based analysis.
- (3) Both *wh*-elements and *wh*-constructions play an ambivalent role with respect to widely employed concepts such as ‘topic’, ‘focus’ and ‘illocution’. These concepts should be taken seriously in their relation to the realities of discourse, knowledge and interaction. A functional-pragmatic analysis can be used to argue for or against the assumption of a given syntactic position.
- (4) While playing a role in discourse connectivity, *wh*-elements in Turkish, unlike in Western Indo-European languages, are not involved in procedures of syntactic subordination. Interrogative and non-interrogative uses are syntactically distinct.

The paper comparatively evaluates the two theories with respect to what they contribute to an analysis of the communicative and morphosyntactic characteristics of Turkish *wh*-constructions, focusing on five main aspects: (1) communicative functions in the structuring of the discourse, (2) illocution, (3) the inner structure of *wh*-expressions, (4) syntactic characteristics, and (5) connectivity.

**Noriko Ishihara,**

***Co-constructing understanding: Teacher education for instructional pragmatics***(poster)

Pragmatics has been identified as an important component of language teacher's knowledge base and incorporated into some of teacher education programs in the U.S., although its treatment often centers on theory rather than practical applications (Vasquez & Sharpless, 2009). Because few teacher education programs systematically offer courses on instructional pragmatics, the effects of such pedagogical courses have only begun to be researched (e.g., Eslami, 2008, 2010; Ishihara, 2007, Vasquez, 2010; Vellenga & Smith, 2008; Yoshimi, 2010). These important studies typically focus on the impact of pedagogical training on teacher cognition (e.g., teachers' beliefs, knowledge, perceptions, reflections, and classroom practice) and little has been studied about the process of professional development on the part of the language teachers in their interactive discourse.

This ethnographic case study investigates the process and nature of professional development on the part of in-service teachers who participated in a one-credit graduate workshop specifically focused on instructional pragmatics in an MA TESOL program in Tokyo. Data consist of approximately 10 native and non-native English speaking teachers' written reflections and course projects, their interaction on the course website, the teacher educator's fieldnotes, and anonymous course evaluation collected. The key themes of the workshop included the understanding of basic concepts in L2 pragmatics and pragmatic variation, analysis of the potential causes of learners' pragmatic failure and pragmatic choice (critical/emancipatory pragmatics), designing of pragmatics instruction and assessment of learners' pragmatic competence. Following Vygotsky's sociocultural theory of learning (1978), the class activities were built on interaction among participants and instructors on the assumption that the participants would learn from each other as well as from instructors through language-mediated activities such as discussion and small group work. Through the analysis of the teacher-generated documents and in- and out-side-of-class interaction, the paper describes the way in which teachers' pragmatic and metapragmatic awareness was co-constructed and how that newly-gained or enhanced awareness formed and shaped their envisioned teaching and assessment of learners' pragmatic language use. As the implications of the study, the effectiveness, limitations, and future challenges of the efforts to promote instructional pragmatics will be identified in order to explore effective teacher development in this area. The paper will also argue for the role and place of instructional pragmatics in the curriculum of the language teacher education.

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**Mika Ishizuka, Tomoko Kaneko, Takako Kobayashi, Sayo Natsukari, Misuzu Takami, & Emiko Takano**

***L1 Effect on Interlanguage Passive Expressions by Japanese University Students***(poster)

This study explores in what way Japanese university students' English interlanguage passive expression is affected by their L1, by looking at the correctness of the use according to the 4 different ways to express the same meaning in their L1. The data for the present study is from International Corpus of Learner English (ICLE) Japanese sub-corpus.

First, all the samples of English passive expressions both correct and incorrect in obligatory contexts were extracted from ICLE Japanese sub-corpus. Then they were translated to natural Japanese and grouped into the following 4 categories based on how passiveness is expressed in Japanese. In the Type 1 and 2 categories, the passive meaning is expressed using the active voice in Japanese. For example in Type 1, "America was discovered by Columbus." is "As for America, Columbus discovered." with the transitive verb "discover" in Japanese. Sometimes, an intransitive verb is used instead and this is categorized as Type 2. For example, "Jane is excited." becomes "Jane excites." in Japanese. In Types 3 and 4, the passive voice is also used in Japanese. Type 3 was seen when expressing emotional adversity or harm. This type has been a typical passive expression in Japanese like in the sentence "He was publicly humiliated." Not only when receiving harm, but also when receiving benefits, the same passive expressions are used in Japanese, too. Type 4 is the newly created Japanese sentence structure. Japanese language historically did not use non-animate subjects, thus the sentence "The next meeting will be held in May." was originally "As for the next meeting, there will be in May." However, the

passive voice with non-animate subject “the next meeting” is now also used in Japanese, being affected by English passive expressions.

As the next step, the correctness ratio was calculated according to the 4 different types of Japanese passive expressions.

The result clearly shows that the way L1 expresses passiveness affects the correctness of English passive expressions by Japanese university students. The learners made the most frequent errors in Type 1, and the least, in Type 3, among the 4 types. There were more frequent errors in Types 1 and 2 than in Types 3 and 4.

This study suggests that our pragmatic cognition in our L1 world affects the use of language as well as how L2 is acquired. In order to compare the result with the cases of students with other L1 backgrounds, a few other ICLE sub-corpora will also be analyzed

**Noriko Iwasaki,**

***Development of L2 fluency from a pragmatic perspective: L2 Japanese learners before and after study abroad***(lecture)

This study investigates 5 English-speaking second language (L2) Japanese learners’ fluency before and after they studied abroad for 1 year with a focus on the pragmatic aspects of fluency. “Fluency” in L2 studies is often defined by temporal measures such as speech rate and frequencies of unfilled and/or filled pauses (e.g., Towell & Hawkins 1996, Segalowitz & Freed 2004). In order to better understand L2 fluency, this paper examines the learners’ use of fillers, repetitions, and self-repairs quantitatively and qualitatively, in addition to the measurement of the speech rate (number of mora [a timing unit pertinent to Japanese] per second) and the complexity of utterances (number of morphemes in each t-unit and the proportions of dependent clauses). The learners’ Oral Proficiency Interviews (OPI, following the protocol of the American Council on the Teaching of Foreign Languages) before and after study abroad (SA) were analyzed. Moreover, 60 L1 Japanese speaking college students listened to randomly ordered 45-second segments of the interviews (a total of 20 segments consisting of 2 each from pre- and post-SA OPIs of each participant) and rated their fluency.

Though not all 5 learners gained proficiency as rated by OPI criteria, they all increased their speech rate (an average of 1.4 to 3.6 moras per second before SA to 2.7 to 5.4 after SA), and L1 speakers judged post-SA OPI segments as more fluent. However, there were no obvious quantitative differences in their use of fillers after SA. The frequency of fillers only slightly decreased (an average of 12 to 23 per minute to 7 to 22 per minute). It was the quality and types of fillers that differed. After SA, 20%-83% of the fillers were interpersonally useful (e.g., hesitation before presenting negative evaluation) in contrast to 6%-36% before SA. The change in the patterns of the use of repetitions and self-repairs were less clear. Two of the 5 participants, rated Intermediate-High and Advanced-Low after SA, drastically decreased their use of repetitions and self-repairs while the other three (rated Intermediate-Low, Intermediate-Mid, and Advanced-High) increased their use of repetitions after SA. One of them also increased his use of self-repairs. Some repetitions, especially after SA, were meaningfully used for hesitation or emphasis, but most were used as vocalized fillers (Baba, 2010) both before and after SA. However, the repetitions appeared to have functions different from lexical fillers. Almost all repetitions were content words, which were often key words (e.g., the topical, focal, or emphatic elements) of the utterances as in the post-SA utterances below.

Participant 3:

*ironna*, a: *ironna*, ano, donna-toko-demo *ironna* koto-ga arimasu.

various erm various well whichever - place-it-is various things-nom exist

‘Wherever you go, various, erm, various, well, various things happen.’

Participant 5:

*soo suru to, zibun, zibun-no, nandakke seikaku-ga tuyoku nari,narimasu kara.*

so do cond self self-gen what-is-it character-nom strong become become because

‘Because by doing so, ~~your own, your own~~...what’s the word....character will become, become stronger.’

The study illustrates the multifaceted nature of L2 fluency and L2 development.

**Yuko Iwata,**

***Conversation as a joint activity: Self-disclosure and topic elaboration in English and Japanese***(lecture)

This paper is a contrastive study of English and Japanese to analyze how people co-construct conversations through elaborating on topics and conducting self-disclosure in their native language, English and Japanese respectively.

When we meet people for the first time and try to build and maintain a good social relationship, we tend to employ various strategies such as choosing appropriate topics, giving feedback and backchannels, and showing interest in the talk by asking questions. Do people use these strategies in the same way in English and Japanese? Previous studies indicate that they have quite different norms for topic choice, topic-shift, topic development and backchanneling (Otani 2007, 2009; Iwata 2009, 2010; Shigemitsu 2009, 2010). This study focuses on how people jointly elaborate on topics by asking questions and giving feedback, showing involvement and disclosing

themselves in English and Japanese respectively.

This study is based on in-depth analysis of dyad or 3-person conversations between/among Japanese male adults and native-English-speaking male adults in the United Kingdom, the United States and Australia. Each group of people is asked to start and maintain a 30-minute conversation after they meet for the first time. After the conversation, the participants are also asked to have follow-up interviews to clarify their perceptions of the situations and intentions of their strategies. How each group of people tried to construct and maintain social relationships through culture-specific strategies of topic elaboration and self-disclosure will be demonstrated.

In this paper, I will look at specific conversational features such as backchannels, clarification, agreement responses, positive comments and asking questions as well as paralinguistic elements such as laughing. In the analysis, the following questions are discussed: *How do they like to start and elaborate on topics? How and to what extent are they expected to show involvement? How much self-disclosure is observed?* The analysis reveals that English-speaking people tend to co-construct more actively and more jointly than Japanese speakers do. For example, they ask more questions, give more comments, disclose more deeply about themselves and take more turns. On the other hand, Japanese speakers tend to be more reserved. However, Japanese speakers do co-construct conversations by using backchannels. I will also discuss similarities and differences among three groups of native English speakers (namely British, North-American and Australian speakers of English).

### **Ahmad Izadi, Zuraidah Mohd. Don**

#### ***'Face' in PhD dissertation defense sessions (DDs)*** (lecture)

The communicative event of dissertation defense sessions (DDs) is an event with high sensitivity to "face" (Goffman, 1967; Haugh, 2010, Arundale, 2010). Given that DDs are supplementary to PhD thesis evaluation, they involve a great deal of negative "pragmatic acts" (Mey, 2001), such as questionings, disagreements and criticisms. Despite the importance they carry in academia, however, the share of research in this communicative event is very little (with the exception of Swales, 2004; Recksy, 2005).

Most recent research on 'face' proposes discursive or interactional approach towards the analysis of 'face' in stretches of talk beyond the level of sentence/utterance, attaching socio-cultural values to it (Locher and Watts, 2005; Spenser-Oatey, 2007; Haugh, 2007, Haugh and Bargiella-Chiappini, 2010; Arundale, 2009, 2010). The present study is a response to such a proposal.

As part of an ongoing PhD research, the present study examines the notion of face in the post-presentation section of PhD DDs in the context of EAP in Iran. The data come from transcriptions of twelve video-recorded PhD defense sessions (16.5 hours of talk) in four Iranian universities throughout 2009 and 2010. The participants are PhD candidates and academicians acting as examiners, supervisors and readers.

Drawing upon "Face Constituting Theory" proposed by Arundale (2010), the present research treats face as "relationally and "interactionally" achieved through the process of meaning-action making. FCT is informed by ethnomethodology and conversation analysis as an analytical tool for face. In face achievement process, participants evaluate their "projecting" and "interpreting" of their utterances as threatening to, in stasis, or supportive of their relationship, where too much connection equals complete support and too much separation equals complete threat. Face is defined as the "participants' understandings of relational "connectedness" and "separateness" conjointly co-constituted in talk/conduct-in-interaction" (Arundale, 2010: 2078).

It is hoped that this study will enhance our understanding of the concept of 'face' in the so far neglected context of DDs, and more specifically, reveal the constituents of face which are subject to variations not only across cultures but also across communities of practice (Wenger, 1998).

### **Christine Jacknick,**

#### ***"Cause the textbook says...": Laughter and Student Challenges in the ESL***

#### ***Classroom*** (lecture)

Building on Jefferson's (1979, 1984) foundational studies on laughter in interaction, several recent studies have focused on laughter in institutional settings, including doctor-patient interactions (Haakana, 1999, 2001, 2002), telephone survey interviews (Lavin & Maynard, 2002), writing center tutorials (Zdrojkowski, 2007), and employment interviews (Glenn, 2010). While much research has been conducted on humor in the classroom, particularly in language classrooms (cf. Bell, 2009), there has been no systematic account of laughter in classroom discourse as "a locally situated feature of ongoing talk" (Voge & Wagner, 2010, p. 1470).

In this conversation-analytic study, I explore the occurrence of laughter during teacher-fronted grammar lessons in an adult English as a Second Language (ESL) classroom. The participants in this study include the students enrolled in the highest-level advanced ESL course of a community language program during one session, and their instructor, a 24-year-old Korean-American female graduate student in TESOL at the end of her first year of study. Following the framework of conversation analysis, data consist of video and audio recordings of all classes from one semester and the transcriptions created. This presentation explores several different uses of laughter in grammar lessons in the ESL classroom, including affiliative laughter and laughter indexing positional identities of students and teachers.

Both students and teacher were found to produce first laughs as invitations to shared laughter, supporting

Glenn's (2003) assertion that laughter is used to display affiliation and alignment. In addition, given the institutional roles associated with both teacher and students, asymmetries in the occurrence and duration of laughter were identified. Notably, I argue that laughter sequentially located within or near challenging student utterances demonstrates students' orientation to the teacher's superior knowledge claims and interactional rights. Laughter reveals participants "ongoing understandings of the constraints and obligations of their roles" (Glenn, 2010, p. 1497), and student laughter preceding or coincident with a challenge displays their understanding of the limits of their ability to challenge the teacher (i.e., they soften the challenge by presenting it with laughter). This study contributes to current research both in classroom discourse (particularly language classroom discourse) by describing the function of laughter in whole-class interaction, as well as research on laughter in institutional interaction by identifying interactional consequences of laughter in multi-party institutional interaction.

### **Xiaohong Jiang,**

#### ***Contextual Constraints on Metonymy Recognition***(lecture)

This study is an attempt to explain how novel metonymy is recognized, that is, how the hearer captures the speaker's meaning when a word or a lexical unit is used metonymically. The traditional approach has a hearer detecting some syntactic or semantic deviance, which in turn motivates the hearer to infer it is a metonymic use of word intended. It has, however, become clear that the grammatical differences postulated are not entirely universal. Furthermore, although it is widely held that predicates impose constraints on their arguments, the difficulty with this semantic deviance is that it is elevated into a necessary condition of metonymy. Accounts of metonymy from cognitive linguistics are mainly restricted to conventional cases. Among the factors that can make an entity suitable to serve as a metonymic reference point are certain principles of cognitive salience, which will be helpful to serve the present purpose of identifying metonymy.

Based on the analysis of syntactic, semantic aspects and cognitive salience in metonymy recognition, this paper explores the constraint and impact of contextual flexibility on metonymy. The author holds that metonymy recognition is realized from dynamic context. The general cognitive features of metonymy are displayed by means of changeable context. It argues that metonymy can be recognized with the metonymic expression taken as a reference point and the specific context as contextual assumptions. Three main ways of accessing contextual assumptions are discussed to affect metonymy recognition.

- (a) From the interpretations of previous (or following) utterances
- (b) From encyclopedic memory
- (c) From the physical environment in which the utterance takes place

Through careful analysis of the data from verbal exchange and written texts, it is found that there are no necessary and sufficient linguistic or cognitive conditions for a word or phrase to be a metonymy. People usually resort to a specific context to determine whether a linguistic expression has a literal or a metonymic interpretation. For example,

- (1) a. **The cheese sandwich** is made with white bread.
- b. **The cheese sandwich** left without paying.

Only by considering the discourse context, where the phrase in boldface is used, can one make sure that *the cheese sandwich* in (1a) is a literal expression, while the same phrase in (1b) is a metonymic one. Moreover, the metonymic reading of the word *sheep* in *you should avoid marrying a sheep at all costs* depends on the drawing of the specific cultural knowledge— the Chinese calendar. Overall, the use of metonymy is justified when it provides the hearer with the most appropriate cue to recover the intended referent. In the ostensive-inferential process, the speaker conveys his utterance in such a manner as to make the hearer process information that is mutually manifest. Mutuality of contextual assumptions serves as a prerequisite for metonymy recognition.

### **Ayami Joh, Hiromichi Hosoma**

#### ***Simultaneous Gestural Matching through Catchment Structure***(poster)

One of the most dramatic interactions consisted speakers and hearers is simultaneous behavior. Lerner (2002) investigated the process of choral co-production and simultaneous gestural matching (SGM), and found that one of the resources for co-production is enhanced projectability for understanding what content of the subsequent action should be provided. One of the enhanced projectabilities is repeating a specific word by the speaker. This repetition is hearable and treatable as known-in-common. We can see that kind of repetition in not only vocalization but also gesticulation. McNeill (2000, 2005) showed that people used gesture form features two or more times to achieve cohesion within a stretch of talk. These recurrences of gesture form features called a catchment. Kimbara (2006) showed gestural mimicry as an interactional resource for co-constructing talk and referred the way of achieving image construal through gesture. One of the effective resource for gestural mimicry is catchment structure because the recurring features offer clues to cohesive linkages in the text with which it co-occurs.

Enhanced projectability works forward in speech but catchment structure does backward. Participants in talk-in-interaction need both effects for achieving joint activities especially producing same forms in the same way at the same time. This paper investigates SGM through catchment structure by micro analysis of video-recorded

conversation and focuses on interactive structure: (1) how participants attend to display of each other's action to project and coordinate the timing and content of their gestures and (2) how participants use various resources associated with enhanced projectability and catchment structure. The data come from three undergraduate students conversation. Party B and C are telling party A what animation they watched before then. This Paper shows some examples which SGM are achieved .

Using conversation analysis and coding gestures by gesture units and gesture phases (Kendon, 2004), this paper shows nevertheless participants achieved SGM in a gesture phase by using enhanced projectability of recurring 'form' structure, matching fashion could not continue in next gesture phases. The gap formed in SGM reveals participant who knows fully the topic in concurrent talk can produce not only shape of what he/she express but its speed or its detailed angle. On the other hand, participant who don't know about the topic can produce only its shape and not detailed content.

The entire SGM process provides the chance to re-experience things or events playing a central role in the topic and sharing their knowledge and their emotion. Participants find the difference between their experiences unexpectedly but clearly through the slight gap among SGM

**Thomas Johnen,**

***Nominal address forms in the Brazilian 2006 presidential election TV debate between Lula and Alckmin: Comparisons with the French 2007 debate Royal – Sarkozy***(lecture).

The analysis of the use of nominal address forms in election debates is specially interesting because these forms are not only linguistic means to regulate the interlocutive distance between the candidates, but also contribute to the construction of the speaker's and the addressee's image (i.e. their *ethos*).

In the two TV presidential election debates examined in this study, the four candidates show very different strategies in the use of nominal address forms (cf. Constantin de Chanay, 2010; Johnen, forthcoming). The aim of this paper is to analyze the cross-linguistic differences and convergences with respect to the use of nominal address forms, as well as the different strategies of the four candidates with regard to the chosen forms.

This paper demonstrates that even in the case of convergent functions (such as the segmentation of the turn into smaller chunks), the choice of a specific form offers the possibility to manage a complex constellation of very different functions at the same time (for instance: interpersonal distance regulation, display of the speaker's stance, enhanced responsibility attribution for the facts which are discussed in the discourse unit). This is especially relevant for the Brazilian debate due to the greater inventory of eligible forms in Brazilian Portuguese. Carreira, Maria Helena Araújo (ed.) (2008): «*Mignonne, allons voir si la rose...*»: *Termes d'adresse et modalité énonciatives dans les langues romanes*. Saint Denis: Université Paris 8 Vincennes Saint-Denis (Travaux et documents; 40).

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**Rodney Jones, Aditi Bhatia, Vijay K. Bhatia, & Rita Vyas-Nagarkar**

***Nutritional Labeling as Social Interaction***(lecture)

Hong Kong has recently instituted a new food labeling law, which imposes much stricter requirements regarding nutritional information and claims than those in force in most of the countries from which the territory imports its food. The law both requires that certain detailed nutritional information be included on the labels of all packaged food and strictly limits the kinds of nutritional and health claims that can appear on packages. The onus for compliance with the law falls on retailers rather than manufacturers, which has forced retailers of products with low volume sales such as specialty and ethnic food items and health food products to take it upon themselves to design and print new nutritional labels and alter the packages of the products they sell to redact proscribed health and nutritional claims. This process has required retailers to engage in complex exercises in discourse analysis, which involve considering issues such as what constitutes a 'claim' and the pragmatic implications of various methods of label preparation and package alteration.

This paper considers the pragmatic aspects of food labeling in the context of this new law, examining in particular how retailers balance the need to communicate with their customers with the need to comply with the complicated set of guidelines issued by the Government. It is based on an ethnographic study of retailers and customers of specialty, ethnic and health food shops, which included in-depth interviews, the collection of a

large corpus of altered packages, and detailed observations of professional and purchasing practices. Results reveal how retailers work creatively to undermine the restrictions on the kinds of information they can give their customers and use practices of label design and alteration to send messages to their customers about their relationship with them and their professional and community values. These practices are illustrated through the detailed analysis of a selection of altered packages supplemented by comments from retailers on the reasoning and processes that went into their alteration and remarks from customers on the effects of package alteration on their purchasing behavior and their impressions of retailers and the products they sell.

The results of the study not only provide important information about how consumers read and interpret food labels and how those involved in designing (and altering) them work to highlight and downplay certain information, but also how labeling and packaging practices arise from complex social interactions among those who sell food products, those who consume them, and those who regulate these transactions

### **Steven Jones, M Lynne Murphy**

#### ***Frameworks for contrast: Contextual support for novel lexical relations***(lecture)

This paper uses the phenomenon of Ancillary Antonymy to explore some of the assumptions traditionally made about paradigmatic relations (e.g. that they belong to the same word class, that they are lexically fixed). The ancillary function of antonyms involves the co-occurrence of an established pair of opposites (the A-pair) in parallel with two words or phrases that are intended to be interpreted contrastively, but are in need of contextual boosting (the B-pair). This function accounts for about one third of all antonym usage in written English (*it is meeting public need, not private greed*, Jones 2002), spoken English (*Tories are for the rich and Labour's for the poor*, Jones 2006) and children's English (*milk is good for you but gum is bad for you*, Murphy & Jones 2008), as well as in other languages, such as Swedish (Murphy et al. 2009) and Japanese (Muehleisen & Isono 2009). The context-driven oppositions of Ancillary Antonymy provide a laboratory for testing the pragmatic approach to paradigmatic relations presented in Murphy 2003, in which all lexical relations are instantiation of a principle (Relation by Contrast) of minimal, relevant difference in context. Our aim is to examine how ancillary contexts create a situation in which new relations among words/meanings are effected. We do this by means of a methodology that draws on several corpora. The grammatical patterns associated with familiar instantiations of the ancillary construction (e.g. *slow to X, quick to Y*) are explored to discover the range of words and phrases that occupy the X- and Y-positions. Searches identify common B-pairs (e.g. *anger/forgive* and *reward/punish*), but also yield diverse and context-specific oppositions (e.g. *the city is slow to improve roads but quick to throw up houses and businesses in this area*). This process has three related outcomes: firstly, it sheds light on the ways in which lexical contrast is generated in context, allowing for relations to be posited that cross all sorts of categories (grammatical, semantic, etc.), in contravention of traditional definitions of 'paradigmatic relation'; secondly, it presents new evidence about the ways in which these contextual oppositions stray from the narrow path of categorical paradigm-building; and thirdly, it furthers our understanding of the supportive mechanisms in Ancillary Antonymy contexts that allow for the differences within members of a B-pair to be considered minimal.

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### **Ji-Young Jung,**

#### ***Constructing Minority Identities: The Case of Yu-Na Kim in Post-Performance***

##### ***Interviews***(lecture)

There is a tendency in the mainstream Second Language Acquisition to avoid questions of unequal power relationships between learners and native speakers of the target language. In recent years, studies have examined how asymmetry between native and nonnative speakers is locally and incidentally produced, and how learner identity is discursively constructed in the unfolding talk-in-interaction. These studies treat the concept of identity as a by-product of speaker agency, rather than as a social practice fueled by the inherent power hierarchy. Moreover, given a rapid increase in the prevalence of Conversation Analysis, such issues as how the less powerful interactant deals with his/her socially imposed identity within a broader socio-historic context remain unexplored. This study analyzes thirteen TV interviews with Yu-Na Kim, the 2010 Olympic champion in Women's Figure Skating, broadcasted in the United States and Canada in 2008-2010. All interviews were video-recorded and transcribed by the researcher. From a Critical Discourse Analytic perspective, the study illustrates how Kim's minority identity assumed by the majority of society is reinforced through spontaneously-occurring media discourse and, how her linguistic deficiency and gendered identity are utilized by the less powerful to position herself as more favorable to the more powerful.

Yu-Na Kim became the number one celebrity in her native country, South Korea, which had no history of figure skating before Kim began drawing international attention. Kim's strongest rival is Japan's Mao Asada, the 2010 Olympic silver medalist. A wide range of antagonism held by Koreans toward Japan generates sporting rivalries between the two countries, which gave birth to Kim's nickname, "Queen Yu-Na." Kim's straightforward speech style and composure displayed in competitions spotlighted in South Korean media gave her another nickname *taeinbae kim-sunsaeng* ("magnanimous Mr. Kim"). What adds to Kim's immense popularity in Korea is her relatively fluent English, which Asada does not possess.

In North American media, however, quite contrasting images are associated with Kim. The analysis revealed that her persona residing in the minds of many viewers is related to her nonnative-like use of language. Kim's femininity and indefiniteness are translated by Westerners as "shy," "apologetic," or "willowy." Some features of Kim's language use are traditionally conceptualized as women's language and invoke prevalent myths about Asian women. Interestingly, *nonnative speaker* and *woman* are both less powerfully positioned in the dichotomy between *native* versus *nonnative*, and *man* versus *woman*. I argue that these socially imposed identities affect a fortification of one *non-threatening* congruent image in the media. Ironically, this makes Kim more popular in the traditionally Western figure skating world, in spite of the so-called "Asian Invasion."

**Hanbyul Jung,**

***Contingencies in tutors' third turns in EFL writing tutorials***(lecture)

This study, within the framework of CA investigates the contingencies of third turns of Korean tutors in an English Writing tutorial in an English as a Foreign Language (EFL) environment. While many of the studies on tutorials have been based on the question and answer sequence between the tutor and tutee, this CA-based study focuses on the contingent production of third turns in the EFL writing center tutorial sessions. Based on a previous study (Lee, 2007), which investigated the contingencies in the third turns of teachers in ESL classroom discourse, this study implements a sequential analysis in categorizing the different functions of the third turns produced by tutors in the interactional sequences between the tutor and tutee, in which both participants speak English as a second language.

The analyses show that the contingencies in the third turns of the tutors can be divided into two categories, depending on the question of whether the students are able to produce successful or relevant response to the tutor's initial question. In the cases in which the second response of the student is successful, the third turn of the tutor acts as either a closing third, closing off the sequence, or an expansion of the sequence adapting multiple questions that follows the tutees' second turn response. Meanwhile, in cases where the student fails to give a relevant response, the tutor's third turn shows three characteristics: redoing of the initial question; recapitulation of the second turn; and finally, provision of the intended response. Here, not only the sequential aspect is made relevant, but also the aspect of how the tutors orient to their jobs of "doing tutoring" whilst attending to their own needs as a participant in a foreign discourse.

This study makes a significant contribution in that the analysis of the current data not only observes the contingencies of the tutors' third turns in writing tutorial data, but that the EMCA approach to the analysis of an institutional data allows the display of participants' personal orientation to the discourse at hand. Furthermore, this study explores the specific characteristics of an institutional EFL discourse context between two L2 speakers and foregrounds the discussion of establishing the pedagogical goals of English writing center tutorials in EFL environments utilizing the CA methodology.

**Verena Jung,**

***Re-creating journalistic stance in student and professional translations of journalistic writing from English into German and German into English***(lecture)

In the context of teaching translation from English into German, I have looked at the visibility of stance in originals and translation. There are a number of linguistic structures that can carry journalistic stance. In the context of English-German and German-English translation, it is particularly noticeable that word-order and notably the pragmatic word order available in German can transport aspects of stance, which tend to get lost in translation. Another cause for stance shifts in translation tends to be the over-translation or under-translation of modal auxiliaries. The third level of journalistic stance that will be studied in this paper is lexical connotations. For this aspect, it is noticeable that both professional and student translation have a tendency to select words that are similar in structure or in content to the original often ignoring the aspect of speaker stance contained in the lexical choices.

A comparison of German and English originals further indicates that linguistic structures used to transport stance also differ considerably between the two languages, with German favouring more overt structures for indicating stance such as "meiner Meinung nach" and English often favouring statements and rhetorical questions, even one-word sentences, such as "Good idea? Wrong."

The findings from a small corpus of multiple translations of the same texts indicate that journalistic stance is an aspect of translation that needs to be defined and investigated by student and professional translators in order to re-create the position taken in the text rather than simply reiterating the content. For this, the concept of

cooperating with written texts as well as the concept of evaluation are useful tools for translators. A comparison between the student and the professional corpus of texts analysed for this study indicates that even the “official” English version of German newspapers such as DER SPIEGEL or DIE ZEIT frequently contain major shifts with regard to journalistic stance.

The findings overall suggest that teaching structures and expressions of journalistic stance ought to be an important aspect of translation teaching and that contrastive linguistics is an important tool in furthering cross-linguistic analyses of journalistic stance.

### **Konstanze Jungbluth,**

#### ***¡Mira la tía esa!***(lecture)

Demonstratives in Spanish are either used instead of a noun, *demonstrative pronouns* as their name predicts, or are forming part of a nominal phrase, when used adnominal. Only the latter will be discussed in my contribution. Their position is usually before the noun, for ex. *ese tío* ‘that guy’. This position is not only common in Iberoromance languages in general but also the unmarked position in Spanish. I will not focus on anaphoric use where the anteposition is obligatory, but on their deictic use. My corpus consists of natural data which represent the colloquial use of Spanish. My aim is to show how the weakening of the function as a determiner combined with the postposition of the demonstrative, the marked position, opens the range of pragmatic connotations, for ex. by communicating attitudes with respect to the content of the utterance: *¡mira la tía esa!* ‘Look at that woman, [wow]’.

Interestingly, only speakers of Spanish, different from those of Portuguese or Catalan have the choice as to where to place the appositional demonstrative (Diessel 2005). The results of the research may have further implications on language structures in cross-linguistic perspective. The act of postponing the demonstrative allows to highlight the deictic reference and to narrow the load of semantic meaning by leaving part of it to the article which antecedes the noun. Semantics is not autonomous, but sensitive with respect to sequencibility, e.g. to word order in the utterance. Being liberated from the function of determination the demonstrative positioned behind the noun strengthens its indexical power (Auer 1981, Lavric 1995, RAE 2009). Further on, polemic or even pejorative connotations may be included often embedded in a multimodal performance (Piwek 2007). It seems that the second term, *ese*, out of the three term paradigm of demonstratives in Spanish is most frequent in this context expressing disagreement, but examples for the use of the first, *este*, and the third term, *aquell*, are found too: *¡ay Señor/qué juventud esta!* ‘ay Mister, what [kind of] youth’ (Briz 1995), *¡la puerta aquella!* ‘that door [over there]’ (Jungbluth 2005). As the separation of the semantic values divided between the article and the demonstrative leaves space for fine grained subtle hints, the data and their interpretation show that parallel to the semantic loses pragmatic gains are manifested, the structure in the sequence of dialogue rules over content.

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Jungbluth, Konstanze (2010), Deiktika als Satzkonnectoren: universelle, romanistische und einzelsprachliche Aspekte, in: Maaß, Christine / Schrott, Angela (eds.), *Wenn Deiktika nicht zeigen*, Münster (Lincom).

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### **Gaku Kajimaru,**

#### ***Conversation Structure of Buyi Antiphonal Singing***(poster)

Antiphonal singing is a singing style that two choirs or singers sing alternately. In East and Southeast Asia many people sing in this style, the words of which are improvised to some extent and organized to respond to preceding song. This looks like well-formalized dialogue when a stanza is seen as a turn and the alternation of it as turn taking which is universal in daily conversation (Sacks et al. 1974, Stivers et al. 2009). The analysis of its formalization and organization of turns tells us diversity of the way of conversation and cognitive ability sustaining interaction with language.

This paper seeks to illustrate the conversation structure of Buyi antiphonal singing and its cognitive basis. The Buyi people live in Southwest China and their language is also called Buyi, which is a member of the Tai languages. Buyi antiphonal singing is the song they sing in Buyi for matchmaking or entertainment in ceremonial situation like celebration of new house, new year or marriage. There are largely two types of singing styles; long turn type and short turn type. In this paper long turn type sung in Luodian county is examined. This type of singing has very long turn comprising 20 to more than 100 lines and taking 15-30 minutes to end. Each turn is composed of three sections; starting, contents and ending. At the starting section singers express acceptance of preceding turn and willingness to starting singing to their interlocutor. After that the contents section begins successively. This section largely consists of confirmation of preceding turn, and new information or question to their counterparts. Finally at the ending section, singers tell that their turn comes to its finishing point, and ask some response to their counterparts.

While this long turn type antiphonal singing has elaborated style of utterance, it still keeps basic organization of daily conversation. All of the sections are formed to make asking-answering pair that is often seen in casual and institutional conversation, and to keep this dialogue going smoothly. The total composition of the long turns can be seen as prolonged utterance in conversation. Considering daily conversation, the participants can expect that their each utterances is heard and understood by other participants, and one (or some) of them will respond to it. That is because each utterances is short enough to tell the implicit assumption is realized or not, and can repair swiftly if it appears not to be successful. Normally they don't situate their utterance clearly. The long turn type antiphonal singing, by contrast, demands singers to express all setting of an utterance clearly. Singers express that they are willing to keep this singing conversation going; show that they really heard preceding utterances; say something new or ask something; and throw their expectation to their counterparts. Through this analysis, the structure of this sophisticated singing style sheds light on the eclipsed structure and situation of conversation

### **Yurika Kambe,**

#### ***A Pragmatic Condition on Licensing Adjuncts***(poster)

This research is concerned English middle constructions (henthforth, English middles), which is exemplified in (1):

(1) This vase breaks easily.

Generally, English middles are categorized as generic sentences (cf. Keyser and Roeper (1984), and Stroik (1992, 1995, and 1999)). The sentence in (1) means that people in general can break this vase easily. Consequently, the interpreters of the sentence construe that the vase in question is fragile. Because of the characteristic of English middles, native speakers of English use English middles, when they want to describe a property of entities that appear in the subject position in the construction (cf. Stroik (1992)). On the other hand, English middles are accompanied by *for*-phrases as in (2):

(2) This book reads easily for Mary.

This sentence shows that Mary reads the book and she judges that the book is easy for herself to read. Interestingly, it is observed that English middles do not always involve *for*-phrases, which is displayed in (3):

(3) \*(on shoe chest:) Stows on floor or shelf for tidy people.

(Ackema and Schoorlemmer (1995:180))

*For*-phrases in English middles have been treated in the linguistic literature; however, it has not clarified when and how native speakers of English judge contexts where they add *for*-phrases to English middles. The aims of the research are i) to elucidate a syntactic property of *for*-phrases in English middles, and ii) to claim that the property of the *for*-phrase relates to a pragmatic condition when native speakers of English mention the phrase in English middles. To illustrate syntactic nature of the phrase in question, the research focuses on *for*-phrases in two different constructions; *tough* constructions and extraposed constructions. They are shown respectively in

(4) a. This book is easy for Mary to read.(*tough* construction)

b. It is unlikely for John to win. (extraposed construction)

Examining *for*-phrases in English middles, this research also deals with an analogous phrase in Japanese. The phrase is called *nitotte*-phrases, and it appears in (5):

(5) Yamada sensei-nitotte kono bangumi-ga omoshiroi.

(literal meaning) 'For Mr. Yamada this program is amusing.'

The sentence in (5) involves an adjective *omoshiroi* that expresses the quality of *bangumi* (the program) appearing in the subject position of the sentence. According to Mano (2003) and Sumigoto (2003, 2005), it is claimed that *nitotte*-phrases can appear in sentences which show properties of subjects. However, the *nitotte*-phrases do not always appear sentences that characterize nature of subjects, which is shown in (6):

(6) \*Taro-nitotte kanojyo-wa miryokutekida.

(literal meaning) 'For Taro she is charming.'

Furthermore, the phrase shows interesting behavior displayed in (7):

(7) a. \*Taro-nitotte kono kaaten-wa akai.

(literal meaning) 'For Taro this curtain is red.'

b. Shichoukaku shougai-no aruTaro-nitotte kono kaaten-wa akai-monoda.

(literal meaning) 'For Taro, who has visual and hearing disabilities this curtain is red.'

Following the analysis of properties of *for*-phrases in English middles, this research also attempts to clarify i) what kind of syntactic character *nitotte*-phrases have, and ii) whether a pragmatic condition regarding *for*-phrases in English middles applies to the appearance of *nitotte*-phrases in Japanese.

### **Charikleia Kapellidi,**

#### ***A sequential approach to subjectivity: Some evidence from school interaction***(lecture)

The present paper is part of a larger project on subjectivity in linguistic interaction, whose aim is to establish speaker's ubiquitous presence in language. Subsumed under the more general phenomenon of self-presentation (Goffman 1959), linguistic subjectivity can be viewed as inherent in discourse and dependent upon speaker's

footing (animator, author, principal) (Goffman 1981). The inevitable expression of speaker's subjectivity in every utterance shifts the focus of the research to the factors that determine its specific manifestation --in other words, speaker 's presence in the utterance (animator), and/or in the form (author), and/or in the content (principal) of the linguistic message. My argument in the present paper is that this specific manifestation is affected by the sequential organization of talk and, more accurately, by the position of the utterance under examination. When the utterance we are interested in is a first pair part (FPP) of a sequence, its speaker is not constrained by the previous turn, which entails -- among other things-- that the selection of footing lies with him/her. On the other hand, when it is a second pair part (SPP), its speaker is put under certain constraints, which can also concern the manifestation of his/her subjectivity. Thus, the different import that, according to Conversation Analysis (CA), the two parts of an adjacency pair have (Schegloff 2007) extends beyond the constraints of action that a FPP sets upon the SPP to more/less serious limitations with regard to second speaker's subjectivity. The above limitations are most evident in interactions involving special restrictions on what is treated as allowable contribution to the talk (Drew & Heritage 1992), as for example in school interaction. Analyzing data from classroom talk, my aim is to reveal the implications of the turn-taking system that applies to school for students' subjectivity. The analysis demonstrates how CA can contribute to a deeper understanding of subjectivity, shedding light on parameters related to the actual occurrence of the phenomenon.

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Goffman, E. 1981. *Forms of Talk*. Oxford: Blackwell.

Schegloff, E. 2007. *Sequence Organization in Interaction*. Cambridge: CambridgeUniversity Press.

**Martha Karrebaek,**

***Lasagne for breakfast: Respectability and cultural norms of eating practices in the kindergarten classroom***(lecture)

It is a classic anthropologic insight (Counihan and Van Esterik, 2008; Mintz and Du Bois, 2002) that what we eat, with whom, and how we eat, tie us to social categories and communities. Eating practises thereby become indexical of cultural beliefs and tradition as well as of identity, and, in extension, of moral (Adelson, 1998; Backett, 1992; Caplan, 1997; Douglas, 1984; Germov and Williams 2008; Harris, 1986; Husby et al., 2008; Johansson et al., 2009:36; Lupton, 1995: 38; Ochs and Shohet, 2006: 35; Vallianatos and Raine, 2008). Consequently a versatile class of people positioned may be positioned as experts on appropriate and respectable eating practices, not only those officially recognized as health experts. As much of the understanding and valorisation of food happens in social encounters and through interactional processes (Johansson et al., 2009; Paugh and Izquierdo, 2009; Wiggins, 2001, 2004; see also Husby et al., 2008: 1), it is highly interesting to examine eating practices in contexts where people from different cultural backgrounds. Cross-culturally people will not necessarily agree on what healthy 'means' and which food items this quality applies to (Margetts et al., 1997; Wiggins, 2001). Neither will they agree on what good food is, what appropriate food is, and what constitutes good and appropriate eating practices. In the increasingly globalized world this happens on a daily basis in places such as schools. The secondary socialization in schools also comprises the socialization of students into appropriate eating practices and healthy food choices. This, however, is a highly underdeveloped field (Allison, 2008; Twiner, Cook and Gillen, 2009; Golden, 2005; Salazar, 2007; Salazar et al., 2008). In general, interactional studies on how meal and the food are treated are also scarce (Ochs, Pontocorvo and Fasulo, 1996; Ochs and Shohet, 2006; Paugh and Izquierdo, 2009; Wiggins, 2001, 2004; Wiggins, Potter and Wildsmith, 2001). The large number of sociolinguistic and linguistic anthropologic research on family mealtimes, despite the large number of studies on family mealtime conversations (but see Ochs, Pontocorvo and Fasulo, 1996; Ochs and Shohet, 2006; Paugh and Izquierdo, 2009).

In this article I present a study on food socialization in a culturally heterogeneous kindergarten classroom. The approach is linguistic ethnography ( Blommaert, 2005; Creese, 2008; Creese and Blackledge 2009, 2010; Rampton 1995, 2006; Rampton et al. 2004) and the focus is on the dominating understandings of appropriate eating practices. The overall topic is the normative order in which food items should be consumed. Through three excerpts of transcripts from two different activities I argue that health, respectability, ethnicity, and order are intertwined in complex ways. Minority-majority relations manifest themselves through the medium of food and eating practices, and I argue that it is important for all people who are positioned as authorities, such as teachers, to acknowledge the cultural bias in their approach, not the least in multicultural classrooms. Teachers generally use 'healthy' as an objective and value neutral term. Also, 'healthy' is treated as a moral and normative category that you cannot ignore without a loss of respectability. In this light, the study of food events in schools throws new light on cultural processes in schools, and the study of food events in ethnically heterogeneous communities becomes part of what is now known as the sociolinguistics of globalization (Blommaert, 2010).

**Mika Kawanari,**

***How to improve logical thinking and writing skills in English of Japanese learners - based on Sociocultural approach*** -(lecture)

In recent years sociocultural approach has been taken to a number of second language acquisition (SLA) research. Related to this, the most frequently referenced definition of the zone of proximal development (ZDP) is “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p.86). Taking this notion into account, language acquisition is not conducted as a result of interaction in the learners’ mind, but as a process of interaction among learners and between learners and teachers. In the latter interactional process, a variety of awareness and learning are activated in learners’ mind and their linguistic skills progress more precisely and highly. In this paper, we will show how the Japanese learners improve logical thinking and writing skills in English, using sociocultural pedagogy in classroom settings.

This research project has been conducted in a Japanese private university English classroom. Subjects are 20 English major students: 5 male and 15 female freshmen in 2010. Objectives of the classwork are attaining study skills of English such as research methods, critical reading and writing skills, and presentation skills. We assigned the students to project their own thematic research such as social, environmental, or cultural topics and so on. In addition, they were requested to make oral presentations using PC and finally to sum up their presentations in the style of research paper. In the process of writing the paper, we conducted the following procedures: 1) after writing the first draft, they make a group of 2 or 3 persons and attempt peer reading and peer review of their draft and write down comments to their group members; 2) simultaneously with 1), we give them a lecture in that paragraph construction is especially stressed as to topic sentence, main idea, supporting sentences, details, connecting words, coherence, and so on; 3) after that, they are requested to write the second draft with careful revision based on 1) and 2); 4) peer reading and peer review of the second drafts among students again; 5) teacher’s comments on the second drafts especially on the paragraph construction; 6) at the very end, they complete the final draft. We can say that these interactive instructions by teachers and interactive practices among students are just in line with the sociocultural approach. Teachers did not make corrections directly on students’ writing, but only gave them a lecture on the essence of paragraph construction, that is indispensable for the logic of English, and commented on the points of revision. Students were also requested to comment on their members, which promoted their awareness on the logic, and then they made use of such awareness in their own writing.

As a result of assessing qualitatively their writing progress through 3 stages, fairly good performances were found in writing productions. That is, students stimulated their ZDP and they interactively improved logical thinking and writing skills in English within the zone.

### **Tiina Keisanen, Mirka Rauniomaa**

#### ***Trajectories of action: Two multimodal formats for responding to requests***(lecture)

The paper discusses action sequences that concern the transfer of an object or service, namely requests and responses to them. We focus specifically on responses, describing how interactants construct them with linguistic resources, embodiment and the use of material objects (e.g. by stretching out their arm or by positioning their body appropriately in relation to relevant objects and ongoing activities). The paper thus relies on the observation that human actions are situated in complex social-interactional and material settings (e.g. Goodwin 2000). Previous research within conversation analysis has mainly focused on the design of first pair parts in request and directive sequences (e.g. Craven & Potter 2010, Curl & Drew 2008); the current study complements these findings and contributes to ongoing research on the employment of various semiotic resources in respective second pair parts.

The data, a total of 16 hours, are drawn from video recordings of casual face-to-face and in-car conversations in English. It is characteristic to the requests in the data that they deal with concrete objects and events in the immediate semiotic environment and with present activities. The majority of the requests are granted and/or complied with. We will discuss how granting and compliance are achieved, by examining two social action formats for responding to requests, and showing how language and embodied practices are variously employed in the two.

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Curl, Traci & Paul Drew 2008. Contingency and action: A comparison of two forms of requesting. *Research on Language and Social Interaction* 41(2), 129–153.

Goodwin, Charles 2000. Action and embodiment within situated human interaction. *Journal of Pragmatics* 32(10), 1489–1522.

### **Ruba Khamam,**

#### ***A Strategic Usage of requests: A cross-linguistic and cross-cultural variation in British English and Syrian Arabic.***(lecture)

Brown and Levinson's (1987) influential work on politeness has been a subject for debate and investigation by researchers in the last three decades. In their work, they shed light on the notions of politeness and face. They claim that in everyday interaction people use politeness strategies to avoid face threatening acts such as requests. However, in spite of the richness of research on requests they triggered in a variety of languages, we still lack empirical research on Arabic.

Recognizing this challenge, this study is concerned with probing the realization patterns of requests in Syrian Arabic and British English in order to examine whether the requestive strategies of British English and Syrian Arabic speakers follow a similar trend across a variety of social situations. To this end, data were collected by means of a mixed methods approach of discourse completion test/task and follow-up interviews. The methodological framework was based on a combination of Blum-Kulka et al's (1989) model and Brown & Levinson's variables of politeness (1987).

By means of carrying out intercultural and cross-cultural analysis, the study draws on the similarities and differences in both cultures' linguistic behaviour in the course of performing requests. Results have shown evidence against Brown and Levinson's claim of universality for their theory in which requests are considered to be intrinsically negative politeness strategies on the ground that Syrian requests employed positive politeness strategies. Further, this study not only embraces the relational view of politeness but also reinforces the findings of (Locher & Watts 2005, Spencer-Oatey 2005, Arundale 2006) who argue that Brown and Levinson's politeness strategies need to be reviewed as possible realizations of relational work.

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Blum-Kulka, S., House, J., and Kasper, G. (eds). 1989. *Cross-Cultural Pragmatics: Requests and Apologies*. Norwood: N.J. Ablex.

Brown, P., and Levinson, Stephen C. 1987. *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press

Locher, M. A., and Watts, R. J. 2005. Politeness theory and relational work. *Journal of Politeness Research 1*:9-33.

Spencer-Oatey, H. 2005. (Im)Politeness, face and perceptions to rapport: Unpacking their bases and interrelationships. *Journal of Politeness Research 1*:95-119.

### **Manfred Kienpointner,**

#### ***Strategic Maneuvering in the Political Rhetoric of B. Obama***(lecture)

A highly interesting recent development within Pragma-Dialectics, the most influential contemporary theory of argumentation, was the introduction of the concept of "strategic maneuvering". This concept tries to integrate argumentation approaches with rhetorical approaches which aim at persuasive efficiency of argumentation. Van Eemeren & Houtlosser (2002: 16) define strategic maneuvering as "the management of the discourse [...] which is aimed at making the strongest possible case while at the same time avoiding any moves that are clearly unreasonable". In this respect, it is interesting that already Aristotle stated that it would be a shame if strong arguments would fail to convince their audience only because they are not presented in the most persuasive form (cf. Arist. Rhet.1355a 22-24).

In this paper, I would like to apply the concept of strategic maneuvering to a critical analysis of the political rhetoric of B. Obama (cf. Kienpointner 2010). This case study seems to be especially promising because Obama's rhetoric can be characterized as an attempt to reconcile universalist, rational standards of argumentation with the daily pressure of achieving political success and persuading substantial parts of the electorate. More specifically, I would like to analyse some recent speeches of B. Obama in order to show how his strategic maneuvering "manifests itself [...] in the choices which are made from the 'topical potential' available at a certain stage in the discourse, in 'audience-orientated framing' of the argumentative moves, and in the purposive use of 'presentational devices'." (cf. van Eemeren & Houtlosser 2006: 383; van Eemeren 2010: 93-96).

This case study should then provide a tentative answer to the question whether a successful political speaker such as B. Obama is able to apply persuasive strategies of argumentation (manifested e.g. in the selection of argument schemes, appeals to emotions of the audience, choice of metaphors and other figures of speech) in a way which is still acceptable according to standards of rational argumentation, or whether such attempts are failing and becoming instances of fallacious argumentation, where strategic maneuvering "derails" (cf. van Eemeren 2010: 198; Kienpointner 2009; Walton et al. 2008).

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Kienpointner, M. (2009): Plausible and Fallacious Strategies of Silencing one's Opponent. In: F.H. van Eeme-

ren (ed.): *Examining Argumentation in Context: Fifteen Studies on Strategic Maneuvering*. Amsterdam: Benjamins 2009. 61-75.

Kienpointner, M. (2010): Zur Rhetorik von Barack Obama. Versuch, eine Erfolgsgeschichte zu verstehen. In: R. de Cillia et al. (Hg.): *Diskurs-Politik-Identität. Festschrift für Ruth Wodak*. Tübingen: Stauffenburg. 105-114.

Walton, D.N., Reed, Chr., & Macagno, F. (2008). *Argumentation Schemes*. Cambridge: Cambridge Univ. Press.

### **Eunho Kim,**

#### ***Interactional competence and the use of the Korean sentence-ending suffix –canh-: -canh- as an interactional resource in KFL classrooms***(lecture)

The suffix –*canh-* has been reported to be one of the most frequently used sentence-ending suffixes in Korean colloquial discourse in the projection of mutual understandings and shared feelings. The highly interactive aspect of the Korean sentence-ending suffix –*canh-* makes this suffix challenging to acquire. Thus, in order to successfully participate in social interactions, it is necessary for L2 learners to acquire the ability to incorporate –*canh-* in language use and to learn how to utilize it as they develop their interactional competences (Hall, 1995; Young & Miller, 2004).

This paper investigates the use of the Korean sentence-ending suffix –*canh-* by L2 Korean learners in Korean language classroom interactions, particularly with regard to the specific activities of account-giving (c.f., Antaki, 1994; Buttny & Morris, 2001). To understand L2 learners' level of competency in terms of –*canh-*, this paper examines the interactional functions of –*canh-* in L2 learners discourse by using conversation analysis (c.f., Sack, Schegloff, & Jefferson, 1974).

Analyses of naturally occurring classroom interactions in this study compares similar sequences in which –*canh-* may or may not be used by groups of differing proficiency levels (advanced and intermediate levels). In the action of account-giving, advanced learners explicitly provide the accounts using –*canh-* to support their opinion while employing a rather mitigated tone by using Korean epistemic markers such as *-kes kath-* in the turn of claim. On the contrary, intermediate learners utilize an unmarked suffix in the turn of account-giving while expressing a rather strong tone in the turn of claim. This analysis and comparison elucidates the interactional functions of this suffix as a linguistic resource and the learners' developmental patterns in its deployment (c.f., Kim, 2009).

This analysis illustrates that the detailed turn construction and design of –*canh-* usage are distinctive according to proficiency level even though basic sequential organizations are similar. This difference shows that higher proficiency learners can manipulate linguistic resources such as –*canh-* with a wider variety of expressions.

This study shows one way of investigating the development of L2 learners' interactional competence by comparing patterns that both do and do not incorporate the suffix –*canh-*. The result of the current study will contribute to understanding the use and developmental orders in the use of the Korean sentence-ending suffix in terms of form and function within the framework of CA.

### **Sachiko Kitazume,**

#### ***A "twist" as an essence of humor***(lecture)

What is humor? This question has been argued by numerous humor theorists for over two millennia since the time of Greek philosophers such as Plato and Aristotle.

In recent years, in an attempt to explain the essence of humor, cognitive linguists have presented numerous papers claiming that the notions of blending and frames represent what takes place when a humorous stimulus is processed.

Fauconnier (1997: 125-6) attempted to explain the mechanism of humor by introducing cognitive processes such as "frames" and "mapping." Minsky (1975, 1980) used the term "frame" for a data structure used to represent stereotypical situations. He argued that the different forms of humor can easily be assimilated with the notion of "framing." Coulson (1997, 2001) affirmed the importance of frame-based inferences in language interpretation claiming that the process of frame-shifting is nowhere more evident than in jokes.

Kitazume (2006, 2010) opposes to the frame-based interpretation of jokes claiming that while the first scenario can be evoked by the frame-based interpretation, the second scenario cannot be interpreted by a stereotyped frame in most cases, because the second scenario proves that we must make unordinary, socially unacceptable and sometimes foolish interpretations. The second scenario requires a pragmatic effort to interpret such extraordinary scenario. For joke interpretation, the frame-based theory alone is insufficient to comprehend two contrasting scenarios.

Oring (2010) opposes to the notion of blending claiming that the blending theory does not explain the difference between the metaphor in sentence 1 and the humor in sentence 2

1. My lawyer is a shark.
2. A shark is my lawyer.

Admitting Oring's argument that the blending theory does not explain the difference between metaphor and humor, I would claim that Oring's interpretation of sentence 2 as an example of humor is inappropriate.

While sentence 1 is surely an example of metaphor meaning that the lawyer is greedy, sentence 2 in isolation is

an absurd sentence meaning no sense, thinking of the world knowledge that a shark cannot make a lawyer. It becomes humorous only when it follows sentence 1, that is, they in pair become humorous. I argue that the pair above gives us a good insight into the essence of humor.

By changing the word order of two words, a prototypical scenario of a greedy lawyer can be changed into a ludicrous, improbable scenario. The change of word order works as a “twist” creating humor. I argue that the essence of humor is a “twist,” which turns a prototypical scenario into a ludicrous one. While the prototypical scenario can be interpreted by the frame-based theory, the ludicrous scenario can be interpreted by a pragmatic effort.

In this paper I will further illustrate a “twist” seen in various typical examples of humor and elaborate on the notion of “twist.” I will explain how the two scenarios can be interpreted using both cognitive and pragmatic efforts on the part of readers.

### **Eliza Kitis, E-Dimitris Kitis**

#### ***‘Gentrifying’ slogan genres in political discourse***(lecture)

This paper’s focus is on street slogans of a distinctly political character in the Greek context as a specific emerging genre that, due to its mediatized formations, has managed to infiltrate and fertilize mainstream political discourse giving rise to a distinctly political hybrid genre in the mainstream political context. This process can be called a gentrification of discourses or genres, generating new hybrid ones drawing on a network of various genres. As a point of focus, the discussion will revolve mainly around the Modern Greek term ‘koukoulofori’, attributed to the unsung authors of street slogans, designating individuals wearing a hood (‘hoodies’, ‘cagoulés’, ‘balaclava-wearers’). However, in the recent riots in Greece (December, 2008) spearheaded by hood-wearers, the term ‘koukoulofori’ gained international currency as it sported for the first time in articles and news items of the prestigious and conventional international press (broadsheets) (‘les koukoulofori’, *Le Monde* 09.12.08). This apparent untranslatability of the term does not point to a paucity of terms or translational equivalents in other languages (cf. above), but rather to an emerging awareness and acknowledgement of the term’s growing and shifting meaning transcending any possibility for its fixity in a translationally equivalent term.

Moreover, recently, but certainly before December’s riots, political discourse in Greece seems to be quite often punctuated by the term ‘koukoulofori’ in its various forms, ranging from the word ‘koukoula’ (‘hood’) to the compound term, even in the context of the country’s very Parliament. Indeed, Parliamentary discourse, even exchanges between the then very PM of the country (Kostas Karamanlis) and opposition leaders, was often ‘humoured’ by metaphorical uses of the term in their effort to denote certain policies or castigate practices. In effect, distinct genres, that of the street slogans, those of their mediatized profiling and those of mainstream political discourse may use the same terms appropriating and resourcing each other’s distinct logics to promote various interests of their own. It is then claimed that the genre of street slogans gets thus gentrified as particular aspects of it scaffold to more visible and mainstream genres. Our claims are based on data.

We will trace the history of the term ‘koukoulofori’ and its shifting meaning in the context of a world of shifting values and practices. We will discuss unresolved issues of referentiality, attribution, positioning and identity construction that may plague the use of the term, and juxtapose it to other terms traditionally denoting the same group of people whose use seems to be on the wane (‘anarchists’, ‘anti-authoritarians’, etc.). We will track down its emergent metaphorized uses sanctioned in a dialogue across the board (involving various genres), and will discuss issues of resemanticization, legitimization, and social meaning or ideology construction. Polyphony and intertextuality are main angles of our discussion as street discourse and parliamentary discourse appear to engage in a dialogue, the former ‘molesting’ the latter to turn out as sanitized (legitimized) language conferring respectability and legitimacy on previously ambivalent discourses. The proposed itinerary is an exercise in probing into previously uncharted territories of meaning shifts in this domain dynamically interacting with social shifts fostering new genres in the macro-domain of politics.

### **Antje Krah, Petra Strähle**

#### ***Argumentative skills of children in secondary school***(lecture)

This paper presents results from a longitudinal research project on the role of the family as a context for school children’s acquisition of oral and written argumentative skills (FUnDuS: <http://www.projekt-fundus.de>). In the study the acquisition of argumentative skills is being determined in relation to parents’ skills and strategies in providing a communicative context for the acquisition of discourse competence. We assume that familial factors in low SES families impairing acquisition can be compensated by supportive interactive styles in adult child-interaction.

What characterizes the approach of this study is a mixed-methods approach which closely connects results from quantitative questionnaires and testing with linguistic reconstruction of acquisitional processes in actual discourse. The longitudinal study started out with a test on prerequisites and a measure of argumentative skills in about 1800 children. Subsequently in a selected sub-sample of 36 cases we videotaped adult-child argumentation reconstructing acquisitional processes by using linguistic microanalysis.

We will focus in our talk on the sub-sample, looking at different interactive patterns of argumentative discourse between children at the beginning of secondary school (about 10 years of age) and a parent. We distinguish between families with either high or low SES. In order to detect familial resources independent of the family's socioeconomic conditions, the sample contains "deviant" cases: families whose children score unexpectedly high or low on argumentative competence with regards to hypotheses which link linguistic competence to SES. Two sets of data on oral argumentation are available for each parent-child dyad: (1) an argumentative task where the dyad is asked to reach a consensus on a familial matter, and (2) a task which asks the dyad to revise a text which has previously been produced by the child. We will present measures of children's argumentative competence and results on family's interactive styles. We argue, that if high SES-children's competence levels are unexpectedly low – or if low SES children's competence levels unexpectedly high – ,parents' hindering or supporting interactive styles can explain these results. Thus, looking at the supportive impact of parents' interactive styles might be a starting point for a way of fostering children's argumentative competence beyond the family's socioeconomic background.

**Blanca Kraljevic, Begoña Núñez Perucha, & Laura Hidalgo Downing**

***Metaphor and identity change in ICT advertising discourse: A discourse-pragmatic study of advertisements from 1999-2000 and 2009-2010***(lecture)

This paper proposes a discourse pragmatic study of metaphor in ICT advertising, more specifically from the perspective of discourse and social change. Our data consists of two corpora of approximately 60 printed ICT advertisements from English-speaking magazines during the periods 1999-2000 and 2009-2010. Our study is framed theoretically within recent approaches to the study of conceptual metaphor in discourse (see, for example, Charteris-Black 2004, Semino 2008), multimodal and multisemiotic discourse analysis (Forceville 1996, Kress and van Leeuwen 2006), and the study of discourse and social change within CDA (Fairclough 1994). We start from the idea that "metaphor's pragmatic characteristic is that it is motivated by the underlying purpose of persuading" (Charteris-Black, 2005: 15). Besides, as it serves an interpersonal function (Koller, 2004: 2), metaphor can be considered a powerful resource for the expression of (inter) subjectivity in discourse and for the construction of identities. The main argument presented in this study is that, if metaphor is a key instrument in persuasion and in the representation of identities in advertising, a study across time will reveal the different ways in which discourse and social identities are constructed and the way in which persuasion is manifested discursively in two different moments in time. Our methodology consists of a combination of key word and key domain analysis, together with manual analysis of multimodal metaphor. Our study predicts that changes are expected across time with regard to the following aspects:

1. preference for specific target and source domains.
2. representation of predominant overarching metaphors.
3. representation of social issues (gender, age, object of representation)

Our preliminary results show first, that, there are differences in target domains which reflect the changes in the kinds of e-businesses which characterize the two time periods. Second, there are subtle differences in the presence of overarching metaphors; thus, while the recurrent conceptual metaphors typical of ICT advertising (the JOURNEY and WAR metaphors) continue over the time period we have studied, there are differences in the particular instantiations of these metaphors in specific metaphorical expressions and micro-metaphors, which reflect the social changes which have taken place over this time period. Third, differences have been found with regard to the representation of age and gender and with regard to informalization, with a more significant presence of young people and female actors in the more recent corpus, together with a clear tendency to informalization in the representation of metaphorical scenarios in the more recent corpus.

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Charteris-Black, J. (2005) *Politicians and Rhetoric. The Persuasive Power of Metaphor*. London: Palgrave, Macmillan

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Forceville, C. (1996). *Pictorial metaphor in advertising*. London: Routledge.

Koller, V. (2004) *Metaphor and Gender in Business Media Discourse. A Critical Cognitive Study*. Hampshire and New York: Palgrave Macmillan.

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**Barbara Kryk-Kastovsky,**

***Early Modern English courtroom discourse compared: The trials of King Charles I, Titus Oates, and Lady Alice Lisle***(lecture)

The aim of this paper is to compare the discourse structures of three Early Modern English trials, starting with an unconventional trial of a monarch, Charles I in 1649, and followed by the trials of two nobilities: Titus Oates and Lady Alice Lisle, both accused of high treason under the reign of Charles II, i.e. a generation later (1685). The analysis focuses on the different discourse strategies used in the three trials and determined by the unique socio-

historical conditions obtaining in each case.

The most striking contrast, which underlines and implicates some other differences between the court trials analysed here, concerns the social position of the defendants, all of whom were representatives of nobility, but some obvious differences applied. As a monarch, King Charles I had a unique status in the social hierarchy, Dr. Titus Oates was an Anglican priest of a high social standing, and Lady Alice Lisle was also relatively high in the echelons as the widow of John Lisle, sometime Lord President of the High Court of Justice. These different social positions of the defendants clearly determined the organization of the courtroom discourse: the king and Titus Oates could defend themselves due to their high social status, which was not possible in the case of Lady Alice Lisle, who did not even have a defence lawyer (the possible reasons being that she was a woman and she received her title due to her marriage).

The social position of the defendants had obvious consequences. First, it continuously determined the structure of the courtroom discourse in terms of the number of turns taken by the interrogators vs. the interrogated, the power play between the two parties on the opposite sides of the bar, the politeness strategies they employed, etc. Thus the privileged defendants (Charles I and Titus Oates) were allowed to take longer and more frequent turns and could even voice their own opinions about the court, which was impossible in the case of Lady Alice Lisle who not only could not count on any defence, but was bullied by the infamous Judge Jeffreys.

All the above factors had also significantly conditioned the purely linguistic characteristics of the individual contributions of the trial participants. Thus, direct speech acts contrasted with indirect ones, polite terms of address with invectives, orders with requests, etc. This broad palette of socio-pragmatically conditioned linguistic phenomena brings out the differences between the three Early Modern English trials performed under different socio-historical conditions. Quantitative data of the trials show that the number of exponents of indirectness and politeness decreases along with the diminishing social status of the defendants. Thus King Charles I is treated with reverence and Lord President is surprisingly tolerant of the king's attacks on the court's legality, which often contain offensive expressions like "my pretended judges". Nevertheless, Lord President finally warns the king against producing utterances which could be qualified as instances of contempt of the court. Titus Oates, a protestant minister, is also treated with due respect and allowed more leeway than Lady Alice Lisle, who is often admonished or even abused by judge Jeffreys.

In conclusion, despite the fact that the three trials took place within a short span of time in the Early English period, many differences can be detected in them due to the differing socio-historical conditions. In other words, all the three defendants, despite being accused of high treason, fell victim to the current socio-historical conditions and faced different sentences: King Charles I was pronounced guilty and was beheaded, Titus Oates got out of the predicament Scott-free by being granted a pardon by the king, and Lady Alice Lisle (probably the least guilty of them all) was beheaded a few days after the trial.

## **Dipti Kulkarni,**

### ***Phatic Communion on Instant Messaging: A Conversation Analytic Approach***(lecture)

The phrase 'Phatic communion' was coined by the anthropologist Malinowski (1923) to refer to the use of language to create ties of union. The concept draws attention to the social as opposed to the much deliberated descriptive function of language. Post Malinowski, researchers have shown continued interest in the phenomenon and have adopted a range of perspectives for its study (for instance Laver 1975, Cheepen 1988, Schneider 1988, Zegarac and Clark 1998, Cruz 2001, al-Qinai 2011).

In this research, I use Jakobson's definition of phatic communion as language directed towards the "physical channel and psychological connection between the addresser and the addressee, enabling both of them to enter and stay in communication" (1960). While, most research on phatic communion has been carried out in the face-to-face context (Laver 1975, Schneider 1988, Holmes 2000) in this research, I study the phenomenon in the computer-mediated context of instant messaging (IM). Instant messaging is an internet based platform that allows two participants to interact with each other through the exchange of written messages. Newer versions allow video chat but this research is limited to text based chats. The data collected for this research comprises of sixty spontaneous IM conversations from twenty participants. Most respondents are multilingual and chat in Marathi, Hindi, and English using the roman script.

Analysis of the conversations revealed that IM interactions differ from oral conversations in a number of ways and many of the concepts put forth by conversation analysts based on circumstances of oral conversations do not hold true in the case of IM. Therefore, as a first step towards analyzing phatic communion on instant messaging, I discuss how some of the CA concepts such as turn-taking, floor, transition-relevance place, gaps and overlaps do not hold in IM in the same way as they do in oral conversations. I then propose certain new concepts such as breaks, delayed contributions, and sequential and parallel talk for an analysis of IM interactions.

Lastly, I present an analysis of the communicative means (verbal and non-verbal) used by participants towards establishing and maintaining contact on IM. Unlike face-to-face exchanges in which there are many non-verbal ways to signal contact such as head nods, alignment of body, eye contact etc. in the case of IM, there are no such cues. The onus of signaling contact therefore falls squarely on the verbal utterances. From this it follows that on IM, continuous speech would signal a strong contact for the interlocutors whereas its absence would signal a weakening of contact. Following this principle and using indicators such as frequency of locutions, breaks, and

delayed contributions non-verbal means of establishing and maintaining contact on IM are investigated. Contact maintenance on IM through verbal means is explored by analyzing the phatic illocutions in the openings, middles, and closings of these IM conversations.

**Nivedita Kumari, Devaki Reddy**

***A study on the variation in requesting among young and old male Hindi speakers***(poster)

Brown and Levinson (1978, 87) suggest that 'face' as a social image is rationally saved by the interlocutors in a conversation and that 'Face-Threatening Acts' [FTA] vary with the 'social distance' (D), 'power' (P) and 'imposition of the act' (R). Brown and Levinson (ibid: 75) also suggested that these variables and 'payoff' (of the face) by the interlocutors influence the selection of politeness strategies by the interlocutors. The present study attempts to investigate the role of 'age' in the choice of politeness strategies in the act of requesting. The results show that there is a change in the notion of politeness with the growth and change in the social mind-set of the speakers.

Focusing on the request as a speech act, the paper attempts to present the findings of a survey on the use of linguistic politeness among the young (below 30 years) and old (30 years and above) male Hindi speakers. The respondents are students, staff members, teachers, and shopkeepers at a university campus in Delhi. The methods for data collection were questionnaire, field notes and in-depth, semi-structured interviews. The questionnaire is based on the notion of three categories of requests: Direct request [DR], conventionally indirect request [CIR], and unconventionally indirect request [UIR] as suggested in Blum-Kulka et al. (1989). The questionnaire is in the Discourse Completion Test format that has 9 given situations, 3 each in the settings of family, friends and strangers. The 3 request situations in each setting are of varying degree of imposition in the order of least imposing to most imposing. The note-taking was done by attending a few classes and observing the people talk on the campus.

The use of Conventional Indirect Requests is the most common in both the age-groups. However, the Direct Requests are more predominant among the younger group. The use of Unconventionally Indirect Requests is mostly used by the younger group and most of such requests are humorous hints to the listeners.

The analyses of the responses along with the field notes and interviews suggest that there is a variation in the notion of 'polite' and 'politeness'. Though informants from both the age-groups emphasize that the older people are more polite, the younger group of respondents specially the students emphasize that they prefer being straightforward. The older group finds the younger population little immature and short-tempered. On the other hand, the younger group finds the older people very staunch about following the class and caste hierarchy in the society. This leads to the underlying significance of "first order politeness" (Watts:2003) in theory formulation of linguistic politeness.

**Anna Kuzio,**

***Expatriate bloggers' conceptions about Poles and Americans - from a point of view of Polish expatriates***(lecture)

Poles frequently tend to mistake real life America with what they can observe on their favourite American TV shows or movies. This is how the challenge of comprehending cultures was described in various blogs in 2009 - 2010. This study offers insight into how two diverse cultures can be perceived from the viewpoint of an expatriate. It aimed at understanding the discursive process in which a "foreign" culture and nationality can be described and explicated when living in the middle of it, and how conceptions of one's "own" culture and nationality can be revealed when another culture generates the context of everyday life.

The qualitative research performed in the field of cultural studies and linguistics has analyzed how certain western cultures are addressed in newspapers articles and magazine reporting (cf. Woltering, 2008; Turan, Colakoglu and Colakoglu, 2009). However, multicultural blogs have not been given as much scholarly attention as those other genres, even though innovative technology appears to aim at diminishing the distance between cultures both figuratively and dimensionally. Therefore, to get a deeper understanding of the ways in which culture is interpreted and examined, this study approached texts that have been published in various blogs. The blogs, written by Poles who have been living in the United States for several years, which concentrate on discussing political, cultural, and economic issues that are related either to Poland or to the United States.

This study can be perceived as a response to the lack of critical multi-cultural studies focusing on texts in current social media, especially in blogs and forums. The research employs critical discourse analysis (cf. van Dijk 2001) , and concentrates on supplying more scholarly coverage of how various nationalities and cultures are considered in blogs.

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### **Kirsi Laanesoo,**

#### ***Reversed polarity questions in Estonian everyday conversation***(poster)

The paper focuses on utterances, that have a form of questions, but which act rather like assertions. Generally this kind of questions are referred to as rhetorical questions, but some researchers have described them as reversed polarity questions because of their ability to convey strong reversed polarity assertions (Koshik 2005). Using conversation analyses methodology, I study, what actions reversed polarity questions convey in Estonian everyday conversation, where participants are usually familiar friends. My data come from Corpus of Spoken Estonian of the University of Tartu .

Studied 69 reversed polarity questions are divided into two groups – alternative questions and wh-questions (content questions) based on the interrogative sentences' classification in Estonian. All of the reversed polarity questions were analysed considering different aspects: addressee of the question; the sequential position of the question; response to the question; question's interactional purposes.

The research shows that it is common to address reversed polarity questions to the people in the current interaction, including speaker herself/himself, but reversed polarity questions can be addressed to someone who is not a participant of the ongoing conversation as well, even though the recipient cannot answer the question.

Interactants' responses to reversed polarity questions can be variable. Firstly, recipients can answer with a straight answer, although the answer is provided in the meaning of the question. Straight answer to a reversed polarity question does not mean that the recipient has misinterpreted the question. Instead straight answer is a reasoned device for creating, for example, humorous tone in the conversation. Secondly, recipients can respond with an approval/disapproval of the statement expressed in the question. Thirdly, there is a portion of reversed polarity questions with no response. This kind of reversed polarity questions are part of a longer turn or sequence, for example storytellings.

Reversed polarity alternative questions and content questions have mainly the same interactional purposes. The main function of these questions is to convey assertion or statement that can be evaluative or doubtful. Mostly reversed polarity questions occur in positions, where there is a contradiction in interactants opinions or even an argument. According to the results of the research reversed polarity questions are argumentative, concluding, justifying, defending, sarcastic or accusative. The recipient of the reversed polarity question can be challenged by the question. Accepting the challenge, recipient takes a defending position toward her/his own opinion. It is possible that reversed polarity question challenge the person, who is not a participant in the current situation. If the recipient of the question is speaker herself/himself, reversed polarity questions function as autosuggestions. In conclusion it can be said that reversed polarity questions do not occur randomly in everyday conversation, but rather do specific actions. Speakers use the form of question to intensify their opinions.

Koshik, I. 2005. *Beyond Rhetorical Questions. Assertive Questions in Everyday Interaction*. Amsterdam/Philadelphia, John Benjamins Publishing Company.

### **Krisztina Laczkó, Szilárd Tátrai**

#### ***Persons and/or things – subjects and/or objects. On third person and demonstrative pronouns as deictic expressions in Hungarian***(lecture)

Our presentation applies a functional cognitive perspective to the study of deixis. The latter is viewed as a linguistic operation that crucially involves the physical and social world of the interlocutors in the generation of a discourse universe, relying on contextual information derived from processing the spatial, temporal, and social relations of the speech situation (cf. Verschueren 1999, Tátrai 2010). This is achieved by the use of context-dependent vantage-points providing access to these relations in the referential situation (cf. Langacker 2002, Tátrai–Csontos 2009).

Such an interpretation of deixis attaches special importance to both the embodied and the discursive grounding of deixis (cf. Sinha 1999, Tomasello 1999). On the one hand, it cannot be overlooked that speakers experience spatial and temporal relations from within their bodies, which motivates the use of spatial deixis as a metaphorical basis for expressing temporal, discourse, and social relations (Marmaridou 2000, Laczkó 2010). On the other hand, however, deixis also presupposes social interaction. Therefore, its functioning can be best described in the context of an intersubjective act by which discourse participants direct and monitor each other's attention (Tátrai 2010).

Against the background of these assumptions, our presentation aims to account for the characteristics of Hungarian deictic expressions, with special regard to personal pronouns (in the 3<sup>rd</sup> person) and demonstratives (proximal vs. distal). A key feature of Hungarian is the lack of grammaticized distinctions for gender, so that *3sgő* 'he, she' can refer to any subject (human entity) outside of the speech event (1). By contrast, objects (non-human entities) are prototypically signalled by the *az* 'that' and *ez* 'this' demonstrative pronouns encoding

spatial distance and proximity, respectively (2).

(1) Ma ő tartja az előad>1st.

today he/she holds the presentation-acc

Today it's going to be him/her who gives the presentation.'

(2) Ez az enyém, az a tiéd.

This the mine that the yours

'This is mine, that is yours.'

However, the borders can be crossed in both directions. Firstly, demonstrative pronouns can refer to persons outside of the speech event, in which case proximal pronouns may signal positive social attitude (rather than spatial proximity), with their distal counterparts having a negative connotation. Secondly, personal pronouns in the third person may also be applied to non-human entities (pets or even physical objects), often as a way to express social attitude.

Our investigation is based on the Hungarian Corpus of Spontaneous Speech, available online at <http://www.nytud.hu/adatb/bea/index.html>.

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Sinha, Chris 1999. Grounding, mapping and acts of meaning. In: Janssen, T. – Redeker, G. (szerk.): *Cognitive linguistics: foundations, scope and methodology*. Berlin, New York: Mouton de Gruyter. 223–255.

Tátrai, Szilárd – Csontos, Nóra 2009. Perspectivization and modes of quoting in Hungarian. *Acta Linguistica Hungarica*, Vol. 56 (4). 441–468.

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Verschueren, Jef 1999. *Understanding Pragmatics*. London: Arnold.

## Veronika Laippala,

### ***Unmarking of text organisation in research articles: First... Third...?***(lecture)

This paper presents the results of a study on the marking and unmarking of text organisation in French research articles (RA). It concentrates on a particular type of organisation realised in sequences of items at least partially signalled by adverbs and other markers indicating addition or order: *Premièrement... 0... Troisièmement... / First... 0... Third...* These structures, *text sequences*, are a very powerful tool for organising text since they can function on different levels of text structuring very short and very long text segments (Ho Dac et al. 2009).

The aim of the presentation is to investigate the identification of the sequence items not signalled explicitly by a marker of addition or order. In particular, the focus is on the signals indicating to the reader the presence of an unmarked sequence item. The corpus of the study consists of altogether 90 RAs in education, linguistics and history, i.e. approximately 800000 words.

The results show that several types of lexical, structural and semantic signals can contribute to the identification of unmarked sequence items. Whereas others, such as the correspondence of the item to a section with a heading, can alone indicate the presence and the limits of the item, others can only support the reader in the reading process. For instance, even though the repetition of individual words does guide the reader and create cohesion in the text (see e.g. Halliday & Hasan, 1976, Hoey 1991), it is not alone sufficient to indicate to the reader the unmarked items in the sequence. In contrast, the repetition of a more prominent structure, such as a nominal phrase or a sentence-initial adverbial, can be a very powerful sign of an unmarked item. All the signals are thus not equally powerful (for similar results, see Morris & Hirst 2004, Piérard et Bestgen 2006).

The results indicate also that the level of explicitness in which the unmarked items are signalled is related to the way the sequence is otherwise marked. In longer text sequences with frequent additive markers (such as *in addition*), very prominent repetition or similar syntactic structures are rare, whereas they are often used in shorter sequences with exact markers (such as *second*). Even though defined as unmarked, it would thus seem that these items as well follow the general tendency of marking present in the sequence.

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Piérard, S. & Bestgen, Y. 2006. Validation d'une méthodologie pour l'étude des marqueurs de la segmentation dans un grand corpus de textes. *TAL Volume 47. Discours et document : traitements automatiques*.

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**Lars Larm,**

***The mirative past tense in Swedish: Semantic and pragmatic considerations***(lecture)

In Swedish the past tense can be used with present time reference in affective utterances, as in

(1) Detta var en vacker tavla!

(Lit.) This was a beautiful painting! (said while looking at the painting)

This use, which is also found in Norwegian and Danish, has been described by several scholars, most notably Kjederqvist (1898). Similar examples can be found in other languages as well. For example, in Bulgarian and Macedonian the indefinite past can be used “to refer to a state which has been true before but was only discovered by the speaker at the moment of speech” Friedman (1986: 183):

(2) Ama če si bil prost čovek. (Bulgarian)

Ama si bil prost čovek. (Macedonian translation)

but that(you) have been simple person

‘My, what a simpleton you are!’

The aim of this paper is to explain the mirative use in Swedish from the perspective of semantic/pragmatic theory. Research questions that have guided me are:

1. What are the distributional and pragmatic restrictions on the mirative past?
2. What role does the type of predicate play (individual-level, stage-level)?
3. How can the usage be explained in terms of the categorical/thetic distinction of judgments (Kuroda 1972)?
4. How does the usage tie in with exclamation?

The Swedish mirative past is almost exclusively restricted to copular sentences, and this observation is the starting point. Kratzer (1995: 155-156) suggests that a sentence such as ‘Henry was French’ has the following interpretations:

Stage-level:

Henry was French.

Henry used to be French, but is now an American citizen.

Individual-level:

Henry was French.

The individual Henry is located in the past and has the property of being French.

The Swedish sentence (1) can yield similar explicatures. That is, the speaker could be referring to a picture that existed in the past (individual level) or to a picture that, for some reason, has lost the property of being beautiful (stage-level). However, in its mirative use the predicate receives an individual level interpretation although the copula is in the past tense, and although the utterance is not about an artefact that existed in the past. The painting exists at the moment of utterance and has the inherent property of being beautiful. This can be explained by saying that the use of the past tense in (1) is subjective. It pertains to the speaker’s experience, not to the spatiotemporal location of the picture or its property of being beautiful. In effect, the utterance is turned into a thetic judgment.

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Kuroda, S.-Y. 1972. ‘The categorical and the thetic judgment’. Evidence from Japanese syntax’. *Foundations of Language* 9: 153–185.

**Chung Wa Law, C.W. Naska, Sam Law, C.S. Leung, & Bradley McPherson**

***The effect of Power, Social Distance and Rank of Imposition on the request productions in Cantonese-speaking School-aged children***(lecture)

This presentation reports the impact of the three social variables, power, social distance and rank of imposition on request strategy productions. The three variables contribute to the overall weightiness of a face-threatening act according to the politeness theory suggested by Brown and Levinson (1987). A developmental trend from direct to conventional indirect strategies was observed in Cantonese-speaking school aged children from six to eleven years old (Law, Leung & McPherson, 2009). This study further explores the effect of each variable on the choice of request strategies.

Request productions were sampled using the Sequenced Cartoon Request Elicitation Task (SCaRET). This instrument consists of thirty two stories, and each story represents a situation with fixed power, social distance and rank of imposition. For example, the situation in which a mother is asked to clean up the table for a child could be analyzed as power (+), social distance (-) and imposition (-). The effect of each variable can be evaluated by comparing and analyzing the request productions as the variables are evenly distributed in the situations. Participants are invited to role-play the main character in each story, and produce request utterances.

Twenty four primary one, primary three and primary five students participated in the study. The number of male and female participants in each age group was balanced. The collected request productions were analyzed according to the CCSARP coding system (Blum-Kulka, House & Kasper, 1989).

Statistical results indicate that children respond to the three variables in a developmental sequence. They are more sensitive to the power difference, then to rank of imposition. Social distance is the least sensitive social variable. The results provide evidence that can be used to evaluate the impact of politeness theory in first language pragmatic acquisition.

**Elisabeth Le,**

***Macro-framing on news media homepages: lemonde.fr and nytimes.com***(lecture)

Western democracies have been witnessing a general decrease of their citizens' participation in public debates and elections for a number of years while democracies presuppose some participation of their citizens in their public spheres. This participation is dependent on the availability of information on socio-political matters for which news media are primarily responsible. However, newspaper consumption in Western democracies is declining. Nonetheless, this decline is taking place in parallel with an increase in the use of online news, and the PewResearchCenter in its 2009 Annual Report on American Journalism predicts that this audience migration to the internet will be accelerating. It is therefore becoming increasingly important to compare print and online news media. Indeed, such a comparison would inform us on how print and online media could complement, and not compete with, each other. The continued coexistence of both types of news, each with its own specificities, can only be beneficial to the exercise of democracy.

Front pages (print media) and homepages (online media) "macro-frame" the news of the day through a multimodal orientation that is realized with a selection of news, a balance between categories of news (e.g. politics, economy, culture, national, international), and the physical presentation of news (layout, language, pictures). The type of "macro-frame" being used, i.e. the "genre" of the front page / homepage, is dependent on the newspaper's own conception of journalism, on its structures / organization, and on the media system to which it belongs.

This paper, part of a larger project in Multimodal Discourse Analysis, presents a methodological framework for the investigation and comparison of quality dailies (print and online versions) that belong to different media systems (Hallin & Mancini, 2004) and have been chosen for their noted impact on national and international audiences: *Le Monde* (Polarized Pluralist Model) and *The New York Times* (Liberal Model). Both dailies (with the British daily, *The Guardian*, and the German weekly, *Der Spiegel*) were chosen by WikiLeaks for the release of secret reports on the war in Afghanistan in October 2010. The results of the comparison in the larger project will inform the issue of an eventual homogenization of online news presentation around the world vs. the preservation of differences between media systems. In the presentation of the methodological framework, this paper will focus on the homepages of *Le Monde* and *The New York Times* online during the week of May 23-30, 2010.

The methodological framework combines linguistics and communication studies. The different components of front pages / homepages are examined as follows: language use in titles with the APPRAISAL systems (Martin & Rose, 2001; Martin & White, 2005) and the concept of substantive frames (Entman, 2004), interactive meanings in pictures (Kress & van Leeuwen, 2006), relations between language use and pictures (Martinec & Salway, 2005), and dimensions of the visual space (Kress & van Leeuwen, 2006; Martinec & van Leeuwen, 2009). The mapping of all results will result in the definition of the genre(s) of homepages and front pages for print and online news media (Bateman, 2008).

**Cynthia Lee,**

***A cross-sectional study of how young learners of English make their complaints in oral production***(lecture)

Complaint is a speech act that a speaker demonstrates his or her discontented feelings about some state of affairs or conditions. It is an act that threatens the hearer's positive face-want because the speaker does not want the hearer's acts or values (Brown and Levinson 1987). There are basically two ways to make the face threatening act. One way is to express directly by mentioning the offensive act or the offender's behavior (Olshtain and Weinback 1993, Laforest 2002, Daly et al. 2004, Henry and Ho, 2010). Another way is to complain something indirectly through idioms (Drew and Holt 1987), embedded criticism (Ruusuvuori and Lindfors 2009), blaming (Traverso 2009), description (Drew 1998) and the third party (Laforest 2009). Previous studies primarily focus on adult L1 speakers' conversations in various language and socio-cultural settings, including but not limited to health care in Finnish (Ruusuvuori and Lindfors 2009), home care services in Danish (Henemann 2009), family interactions in French (Laforest 2002, 2009), friend conversations in French, telephone calls and workplace interactions in English (Drew 1998, Daly et al. 2004). They have identified the complaint structure, strategies and linguistic features. In contrast, complaints made by L2 learners are an under-developed area and are limited to written interlanguage English (Olshtain and Weinbach 1993, Henry and Ho 2010).

This paper describes the realization patterns of complaints made by L2 speakers from childhood to adolescence

in an oral production task. Adopting Laforest's complaint realization pattern (2002), the researcher analyzed 1623 verbal complaints from 332 Hong Kong learners of English ranged from ages 7 to 17. It was found that the complaints were normally direct, addressing either the offensive act or the offender. A great majority of the subjects presented one type of realization pattern (single pattern), followed by two (double pattern) and three (triple pattern) types of patterns in one complaint. The most popular single realization pattern across the age groups was to mention the offensive act while the most popular double pattern was to combine the offensive act with a request for a change of behaviour. Rarely did one complaint consist of three realization patterns. The difference in the frequency rates of the single and the double patterns was significant from 7 to 12 year olds ( $p=0.022$  at .05 level) but was not significant from 13 to 17 year olds ( $p=0.962$  at .05 level) according to the T-tests. The findings have provided some evidence for the complaint patterns of young learners of English at different ages based on their verbal outputs. Finally, the paper discusses the limitations and bias of the findings with reference to the data collection tool.

**Geoffrey Leech,**

***Pragmalinguistic vs. sociopragmatic politeness: A wrong turning in (im)politeness theory?***(lecture)

Everyone seems to agree that theorizing about politeness is a complex and hazardous business. But in a sense the study of politeness has 'advanced backwards' since the 1980s.

Early contributors to a pragmatic account of politeness (e.g. Brown and Levinson 1978/87, Leech 1983) attempted to construct a general framework (perhaps *theory* is too ambitious a term) within which the linguistic phenomena judged to be polite or impolite could be observed, investigated and compared. Admittedly, these theories were flawed, and have been sharply criticized by subsequent commentators.

But perhaps the negative impact of criticism has gone too far. One claim was that theorizing had reified and objectified politeness (Eelen 2001), something which goes against the grain of postmodernist thinking. Spencer-Oatey (2005: 97) claimed that 'Leech (1983) ... takes an "absolute" approach to politeness. He identifies a number of politeness maxims, ... (...) and implies that the more a maxim is upheld, the more polite the person will be. Numerous authors have challenged this perspective'. Actually, Leech (1983) never adopted this perspective in the first place, and carefully distinguished between 'absolute politeness' and 'relative politeness' (*ibid.* 83-4), here termed 'pragmalinguistic' and 'sociopragmatic' politeness respectively. (True, his use of 'absolute' was unfortunate in suggesting that utterances can have a fixed politeness value.)

Since the 1990s it appears that influential writers on politeness have abandoned general theorizing, and found refuge in relativism, skepticism, and subjectivism. Wierzbicka (2003) rejects wholeheartedly any claim to a general theory of politeness, in favour of cultural relativism. Watts (2003) and Mills (2003) in their own ways retreat to a position in which it seems impossible to make any general claims about politeness. Negative and hedged disclaimers proliferate in Watts's: "The model I wish to develop does not claim *that* a particular utterance is a realisation of polite behaviour nor to explain *why*. It tries to offer ways of recognising *when* a linguistic utterance *might* be open to interpretation by interlocutors as '(im)polite' (*ibid.* 142-3; italics original).

This paper will attempt to take one step away from this inordinately tentative viewpoint. The distinction between pragmalinguistic (language-oriented) and sociopragmatic (society-oriented) politeness enables a scale of politeness to be attributed to linguistic events, such that (for example) it may be claimed that *Would you mind opening that door?* is more (pragmalinguistically) polite than *Open that door*. This claim is that it is possible to order utterances on a scale of politeness – something that can be demonstrated in preference/ranking tests (e.g. Olstain and Blum-Kulka 1985: 310). Support for such claims, despite exceptional 'impolite' usages of polite forms, comes from the Neo-Gricean pragmatics of default interpretations (see, e.g., Levinson 2000; Horn 2004; Jaszczolt 2005). The claim that certain expressions can (subject to defeasibility) be more polite than others deserves to be reinstated, alongside the more relativistic sociopragmatic facet of politeness on which recent research has focussed.

The result may be a more positive (rather than positivist) approach to politeness.

**Russell Lee-Goldman,**

***Discourse marker compositionality: Yeah-no and no-yeah***(lecture)

I examine the compositionality of combining two discourse markers (DMs), *yeah* and *no*, based on a study of three corpora of spontaneous speech (Switchboard, Fisher, ICSI Meeting). Despite the intuition that these words are "opposites," it was found that the pragmatic contribution of most instances of *yeah-no* and *no-yeah* were explainable from independently-motivated uses of *yeah* and *no*. This contrasts with the findings of Burrige and Florey (2002), who did not consistently consider the possibility that combinations of *yeah* and *no* might be understood compositionally.

*Yeah*'s functions are well-documented (Drummond and Hopper, 1993; Fuller 2003; Jefferson 1984), and include affirmation (*Yeah, he's late*), uptake with speaker-shift (*Yeah, I wanted to say...*), and cohesion (*so yeah...*). Much less is known about *no*. I establish through corpus analysis several as-yet unnoticed uses of *no*, including topic-shift (1) and rejection of implicit attitudes (2).

(1) We expect snow. If this is a year and it doesn't snow, we're surprised. I mean, you know, we're just built in to expect it so, **no**, I was just curious if you like got to do -- like, when you were a kid did you...

(2) A: I would like to avoid more than one ICSI meeting per day, if possible, but, I mean, I don't know. Whatever.

B: **No**, that's fine.

90 tokens of *yeah-no* and *no-yeah* were examined for their overall pragmatic effect and turn-sequential properties (their location in the conversation). Most cases were understandable as combinations of the standalone pragmatics of *yeah* and *no*. In (3), B agrees with A (*yeah*) and rejects A's implicit belief that they disagree (*no*) (parenthetical glosses at the end of the turn show each DM's contribution). In (4), A and B already agree (prior interaction, not shown): B acknowledges A's contribution (*yeah*) and shifts the topic to a broader point (*no*).

However, there are instances of non-compositional juxtapositions (5). The effect is to downplay inter-speaker differences, not a function attributable to either DM individually. Further, while *yeah* may be understood as a coherence marker, the turn-sequential properties of *no* are not consistent with the position of *yeah-no* in (5). Other non-compositional uses (not shown) include emphatic agreement, and a specialized uptake marker in interviews.

(3) A: Well, shoot, isn't that what figuring that out is what this is about.

B: **Yeah, yeah, no** I- I agree.

(agree)(agree)(rejection)

(4) A: ...the, the victims, in, in a, in the sense are paying for it.

B: The victims and, and the citizens of Texas.

A: Right. Right. **No, yeah**, they do need to drastically do something, about the whole works.

(topic-shift)(uptake, coherence)

(5) A: You can't drive a standard?

B: No, I can't drive a standard.

A: **Yeah, no**, I used to when I was, when I was, uh, younger--

(downplay differences)

Establishing the standalone functions of *yeah* and *no* reveals which combinations are truly non-compositional. The methods used to establish (non-)compositionality in other domains (Birner et al 2007, Kay 2005) are necessary for a full understanding of compound DMs

## Maarten Michiel Leezenberg,

### *From Coffee House to Nation-State: Language Ideologies and the Emergence of National Identities in the Ottoman Empire* (lecture)

The existing theoretical literature on nationalism (most famously, Anderson 1991) suffers from a functionalist bias, in that it traces nationalism to the rise of new public usage of vernacular languages that are more easily understood by the population at large than classical liturgical or pagan literary languages, like *koine* Greek, Latin, and classical Arabic. However, nationalism involves not only new public *uses* of spoken language varieties, but also new *ideologies* that public usages of language should be understandable for the uneducated masses; moreover, the picture is considerably complicated by the emergence of diglossic languages, like, most famously, modern Greek and Arabic.

Bauman & Briggs (2003: ch. 5-6) have traced the roots of nationalist language ideologies to authors like Herder and the Grimm brothers; but in doing so, they succumb to a Eurocentric assumption that these ideologies (and accompanying practices) originated in Europe. The early development of nationalism in the Ottoman empire appears to antedate these German authors. This development took place primarily in the Ottoman coffee houses; but also new uses of spoken vernaculars as languages of instruction in *madrassa* education contributed to it. Thus, nationalism in the Ottoman empire is not merely a calque from Western European doctrines; its roots lie in domestic processes of vernacularization that start already in the eighteenth century.

I will illustrate my argument with data from several languages from the Ottoman empire, such as Modern Greek, Turkish, Arabic, (Western) Armenian, Kurdish, and Albanian. The histories of these individual languages have been studied in greater or lesser detail; but their interacting, converging and diverging development remains to be explored. It will appear that a comparative approach focusing that takes the common Ottoman context into account yields a rather different picture of the history of each of these languages, and more generally, of the origin and spread of nationalism.

Moreover, the patterned divergences between 'monoglossic' languages such as Turkish, Kurdish and Albanian and 'diglossic' languages like Greek, Arabic and Armenian suggests a refinement of the concept of diglossia. Ferguson (1959) defines diglossia in structural terms; but this structural definition should be complemented, not only by factors of language usage, but also by taking into account language-ideological considerations of what constitutes the 'same language', and of what constitutes a 'high' and a 'low' variety.

Thus, accounting for the rise of new national languages and identities in the Ottoman empire requires attention to pragmatics, linguistic anthropology and intellectual history. This suggests that a more systematic blending of concepts and methods from these different disciplines might yield new insights more generally.

R. Bauman & C. Briggs 2003 *Voices of Modernity: Language Ideologies and the Politics of Inequality*.

Cambridge University Press

B. Anderson 1991 *Imagined communities: Reflections on the Origin and Spread of Nationalism* (revised ed.).

London: Verso

C. Ferguson 1959 Diglossia. *Word* 15: 325-340

### **Cheung-Shing Sam Leung, Lornita Y. F. Wong**

#### ***Expressing request in Chinese: A study of Cantonese-speaking preschool children***\*(lecture)

Research on the pragmatic and discourse abilities of children in different languages and ethnic groups has grown recently (Ninio & Snow, 1996, Blum-Kulka & Snow, 2002). However, research on the pragmatic development of Cantonese-speaking children is scarce. Request is one of the most common conversational acts in children's daily life. It forms an important domain in children's communicative competence. In making a request, the child needs to know the grammatical form and its function, and uses it in the appropriate context.

This study reports our investigation of the use of request by children in Hong Kong. A total 40 (age 3, and 4) pre-school Cantonese-speaking children (20 per group, half boys and half girls) were recruited from local kindergartens. All children selected were normally developing and were born in Hong Kong with parents speaking Cantonese at home. Following the suggestion of using puppets in role-play (Andersen 2000, Ervin-Tripp 2000), we asked the children to help the puppet to make requests to other puppets in different scenarios with contextual variation in (i) age of addressee, (ii) social status of the addressee, (iii) setting, and (iv) goal. Adopting the coding and analysis by Blum-Kulka and her associates in the Cross Cultural Speech Act Realization Project (CCSARP) (Blum-Kulka, House, & Kasper 1989), we analyzed the use of requests by these children. Results show that there are differences in both the realization of request strategies, as well as in the employment of linguistic devices between boys and girls, and in different age groups. In our presentation, we will discuss our findings in relation to previous work on the request development in the literature.

### **Magdalène Lévy,**

#### ***Students' academic voice: What do their use of rhetorical procedure tell us on their epistemic understanding?***(lecture)

Over the past decades, there has been a growing interest in the discursive form of academic knowledge transfer and in the students' construction of professional identity in higher education research.

The research on structure of knowledge acquisition and on "self-efficacy" has emerged in the 1970s and has led to a great number of unsightly studies (i.e. King/Kitchener 2004). At the same time, a number of linguistic researchers in the German speaking area have published studies providing convincing empirical investigations of the interactions between professors and students in terms of an asymmetrical knowledge transfer.

Whereas the analyses within the tradition of the (ethnomethodological) Conversation Analysis focuses on important aspects of „face-work“ like for instance „staging“ as a rhetorical procedure (Schmitt/Deppermann 2009) or social-status-specific framework for action (Boettcher/Meer 2000), the aim of the functional-pragmatic approach is to analyze the most salient characteristics of stages in the acquisition of academic knowledge (Redder 2002; Redder 2008).

Our analysis is a part of a discourse analytical investigation of the supervision of students' writing projects in two vocational German speaking degree programs. The body of this study is composed of a corpus of 24 audio-taped conversations between German professors and students from the assignment of topics until the explanation of the results.

In these degree programs, the students have to demonstrate in their master thesis or other written work if and how they solved a problem. As the students need to coordinate their assignments with the economic interests of the involved companies, the vocational orientation of these degree-programs can result in difficulties.

This study aims at combining the two linguistic approaches, in examining how far some features of the students' „rhetorical performance“ (Sacks 1992) correlate with stages of epistemic understanding. The underlying assumption is that mechanisms of rhetorical procedure (i.e. narration) and their features (i.e. linguistic indicators of „dialogical self“) can be aligned with the stages developed in Redder (2002).

Boettcher, W. / Meer, D. (2000) (eds.): *"Ich hab nur ne ganz kurze Frage" - Umgang mit knappen Ressourcen : Sprechstundengespräche an der Hochschule*. Neuwied [u.a.]: Luchterhand.

King, P. M. / Kitchener, K. S. (2004): Reflective Judgment: Theory and Research on the Development of Epistemic Assumptions Through Adulthood. In: *Educational Psychologist*. 39/1. 5-18.

Redder, A. (2002): Sprachliches Handeln in der Universität – das Einschätzen zum Beispiel. In: Redder, A. (ed.): *„Effektiv Studieren“ Texte und Diskurse in der Universität*. Oldenburg: OBST. 5-28.

Redder, A. (2008): Functional Pragmatics. In: Antos, G. / Ventola, E. (eds.): *Interpersonal Communication*. (Vol 2). Berlin: de Gruyter, 133-178

Rehbein, J. (1977): *Komplexes Handeln. Elemente zur Handlungstheorie der Sprache*. Stuttgart: Metzler.

Sacks, H. (1992): *Lectures on conversation*. Oxford: Blackwell.

Schmitt, R. / Deppermann, A. (2009): „damit Sie mich verstehen“: Genese, Verfahren und recipient design einer narrativen Performance. In: Buss, M. / Habscheid, S. / Jautz, S. / Liedke, F. / Schneider, J. G. (eds.): *Theatralität*

**Meizhen Liao,*****Metaphors we construct and organize our text and talk by***(lecture)

Metaphor has long been a topic of great interest for philosophers, linguists and rhetoricians and there is an imposingly great amount of literature on metaphor. However, it seems that nearly all the attention is exclusively directed to identification, comprehension, and in pedagogy, the stylistic or rhetorical function of metaphor. Little effort has been made to address metaphor in the framework of texts, that is, the function of metaphor in the creation of texture. Based on the assumption that human language and conceptual system are fundamentally metaphorical in nature (Lakoff & Johnson, 1980) and on the present author's previous research on the textual function of metaphors (Text 1999), the present paper continues to explore how metaphor is exploited to organize our text and talk, but the focus is on the changes of metaphors in texts. Specifically, we address the following three questions: (1) Do speakers or writers stick to one single metaphor or changes metaphors when speaking or writing? (2) If they change metaphors, are there any patterns that they might follow? (3) What are the effects of the changes of metaphors on the organization of the text or talk? Having examined a corpus of about one hundred contemporary Chinese essays and newspaper articles, the author finds that people rarely stick to one single metaphor when they write or speak, that is, change of metaphors is the rule and adherence to one single is the exception. When people change metaphors, they do follow one of the following four patterns. First and foremost is what we call "radiation pattern", where the tenor remains constant and the vehicle changes. Second, metaphors change successively like a chain. Third, both the tenor and the vehicle changes in a parallel way. Finally, metaphors change in a mixed way. We have examined the change of metaphors at different text levels, that is, change between the title and the body of the text, change between paragraphs and change between sentences. We have also studied the effects of the change on the organization of the text and found that the more metaphors change, that is, the more frequently metaphors change, and the greater the gap of the metaphors, the less the surface cohesion. The findings of this research have important implications for discourse (text) analysis and metaphor study.

**Manuel Libenson,*****La convencionalización del efecto perlocucionario en enunciados de rumor: Propuesta de redefiniciones pragmáticas***(lecture)

Sobre la base de un análisis discursivo aplicado a un *corpus* de rumores bursátiles en soporte digital, este trabajo se propone discutir y revitalizar el concepto de perlocutividad (o "actos perlocucionarios") inicialmente planteado por la pragmática de Austin y finalmente descartado por la teoría de actos de habla de Searle. El cuestionamiento principal que se plantea, radica en poner en duda el carácter *no convencional* atribuido clásicamente a los efectos perlocucionarios surgidos de la actividad del lenguaje. Como es sabido, este supuesto aspecto "no convencional" es el que motiva a Searle a dejar de lado de la pragmática el estudio de los actos perlocucionarios. Contrariamente a estas primeras tesis, este trabajo se propone demostrar que, en el caso del rumor bursátil, su efecto perlocucionario de "incitación a la apuesta" es inherente a su sentido como rumor y, por lo tanto, este efecto goza de un alto grado de convencionalización en los enunciados. De acuerdo con los resultados más destacados de este estudio, la condición de posibilidad del efecto incitativo del rumor bursátil depende -en cualquier caso- de su inscripción temporal y material en diferentes dispositivos de enunciación. Esta inscripción temporal de los rumores en diferentes dispositivos de enunciación ha demostrado que opera como una regla capaz de determinar la potencialidad perlocucionaria del rumor en el contexto particular de las operaciones bursátiles. Esta convencionalización de la potencialidad incitativa del rumor nos ha permitido caracterizar las diferencias entre rumores-vivos, rumores agónicos y rumores-muertos. En otras palabras, el carácter convencional del efecto perlocucionario del rumor en los mercados financieros demuestra tener una directa relación con una serie de "condiciones de felicidad temporales" inherentes a las restricciones que imponen los dispositivos de enunciación comprometidos en la producción y circulación discursiva.

**Si Liu, Yang Pan*****Filling the Gap of Pragmatic Ability between Learners of Chinese and the Natives***(poster)

A strong demand for improvement of instructional approaches and curriculums in Mandarin Chinese has arisen, but a lack of research has created a shortage of these respects. Our aim in this study is to provide a contribution for this new wave of study. The focus is on the area that is to some degree ignored in applied linguistics: developmental pragmatics of learners of Chinese as a second language (CSL).

Speech Act Theory (Austin 1856, Searle 1979) and the Politeness theories (Brown and Levinson, 1987; Gu Yueguo, 1990) are the most important components in pragmatics usually refer to two respects defined by Leech (1983) and Thomas (1983): pragmalinguistics and sociopragmatics. According to Thomas (1983) sociopragmatics is very hard to teach in the classroom, because we can teach people what functions linguistic forms serve, but it is totally different to teach learners how to behave properly. Blum-Kulka (1991), Ochs (1996)

and Gumperz (1996) assume that some pragmatic knowledge is universal; and that implying some pragmatic form may be transferred from L1 of learners, which does not depend on instruction. However, the fact is that learners are not always aware and do not use the knowledge they already have. Rose and Kasper (2001: 6) conclude from Carrell's (1979, 1981) research, "L2 learners often tend toward literal interpretation, taking utterances at face value and under-using context information." Therefore, pedagogical intervention is necessary (Rose & Kasper, 2001).

Regarding the role and demand of instruction in learning second language pragmatics, Bardovi-Harlig (2001) makes a strong case for its necessity. She demonstrates that many aspects of L2 pragmatics are not acquired or are acquired more slowly without instruction. Norris & Ortega (2000) also prove that an explicit instruction focusing on the rule-governed nature of L2 structures is more effective than the treatment that does not include such a focus.

The goal of this study is to determine how different the CSL learners' pragmatic abilities from those of Chinese natives, and whether explicit instruction of Chinese pragmatics is effective on the pragmatic development of the CSL learners, with the target feature being the speech act of request.

We observed pragmatic awareness in the course of learning Chinese language by 30 intermediate-level learners through an examination of their abilities to perform request. The data were first collected through the learners' responses to SRQs (Scaled-Response Questionnaires) and DCT (Discourse Completion Tests), which we took as a pretest. Then, contrastively analyzed the data collected. After the pretest, fifteen of those participants were given explicit instruction in pragmatics. The instructed group and a control group were then post-tested to see if any effect had been gained through the instruction. We applied a combination of a quantitative and a qualitative method to the study.

An SPSS analyzing results show that (1) the CSL learners still have certain different pragmatic awareness from the natives, although they acquired some Chinese pragmatic ability through a time period of exposure in Chinese environment; (2) the instructed group gained significant improvement in their knowledge of pragmatics, such as politeness strategies in request. The qualitative analyses were involved cultural differences and other external factors that affected the results of the quantitative study. The whole study has reached the goal: to provide empirical support for an implementation of pragmatic teaching into the CSL pedagogical curriculum.

### **John Local, Marianna Kaimaki**

#### ***Action shaping prosody***(poster)

One of the challenges faced by linguists working on the interface of phonetics, phonology and pragmatics is to account for the patterns and phonological implications of phonetic detail and phonetic variation in everyday conversation. This has proved particularly challenging in the domain of the prosodic design of talk and its pragmatic interpretation. The research we report here seeks to address this issue by advancing understanding of the relationship between prosodic variation, phonological contrast and the sequential organisation of speaking turns in natural conversation. By close examination of the sequential evolution of talk we will show how actions may 'shape' or determine the prosodic design of talk and how much variability in the detailed prosodic design of speech is 'permissible' in certain actions.

We examine three loci in Greek conversational speech: news receipts, telephone call openings and sequences involving continuers. All three make use of the same lexical item 'ne' (= 'yes') either on its own (telephone openings and continuers) or preceded by a particle 'a' (roughly glossed as 'oh'). Close examination of the data suggests that the prosodic design of 'ne' is shaped by the action it accomplishes. In openings of telephone calls a rising pitch contour is used exclusively, in news receipts a rising-falling pitch contour is used while in sequences involving continuers both rising and falling pitch contours are used. The choice of a rising as opposed to a falling pitch contour in the case of continuers does not seem to have a discernible effect on the ensuing interaction. By contrast the precise prosodic design of 'a ne' as a news receipt does appear to impact on the way the following talk evolves.

### **Rudy Loock, Kathleen O'Connor**

#### ***The discourse functions of non-finite appositives***(lecture)

Non-finite non-restrictive modifiers (referred to here as non-finite appositives; there is widespread disagreement concerning their exact appellation) of the type underlined in (1) share many of the properties found in non-restrictive relative clauses.

- (1) a. NP: Bernard Kerik, briefly a nominee for Secretary of Homeland Security, will attend the inauguration. (New York Times online, 19/01/2005)  
 b. AP: His art collections, worth \$150 million, included works by Degas, Renoir, Picasso, El Greco, Dal>=, Matisse and Chagall. (New York Times online, 20/10/2010)  
 c. PP: The accidents, still under investigation by the Manhattan district attorney's office, have spurred a raft of responses.... (New York Times online, 16/07/2008)

Beyond their non-restrictive nature, appositives of this type also have an antecedent in the main clause and display other syntactic properties common to non-restrictive relatives, particularly concerning the characteristics

of the antecedent and the potential of scoping into or binding into the appositive from the main clause (see, for example, DeVries, 2006; Looock, 2010; O'Connor, 2008). Such similarities have led to the common observation that appositives can be paraphrased by nonrestrictive relative clauses, as in (2).

(2) a. NP: Bernard Kerik, who was briefly a nominee for Secretary of Homeland Security, will attend the inauguration.

b. AP: His art collections, which were worth \$150 million, included works by Degas, Renoir, Picasso, El Greco, Dalí, Matisse and Chagall.

c. PP: The accidents, which are still under investigation by the Manhattan district attorney's office, have spurred a raft of responses ....

This has even inspired several accounts in which the non-finite appositives are syntactically derived from non-restrictive relatives or vice versa (e.g. Canac Marquis and Tremblay, 1996; McCawley, 1996).

In comparisons of these structures, one aspect that has often been ignored is their discourse functions. It is clear that the list of their similarities begs the question of whether they fulfil similar or different discourse functions. Looock (2010) touches on this question in his study of the discourse functions of non-restrictive relatives using a corpus of written and spoken English. He briefly shows that non-restrictive appositives can have some of the same functions as non-restrictive relatives.

However, Looock's study is limited in that he deals only with nominal appositives, setting aside the adjectival and prepositional types, and he applies his taxonomy for relatives to nominal appositives, rather than conducting a separate study of non-finite appositives.

This brings us to the goal of the present paper. We will present the results of a study of the discourse functions of non-finite appositives based on a corpus of examples taken from written texts (press and fiction). We expand Looock's initial study by including both adjectival and prepositional appositives in addition to the nominal type. The study takes Looock's taxonomy as a point of a departure but shows that non-finite appositives may fulfil specific functions that differ from those of non-restrictive relatives. Finally, we consider the implications of our study for the syntactic relationship between the two structures as well as some directions for future research.

## Ursula Lutzky,

### "I mean" and "ich mein" - a contrastive analysis (lecture)

This paper presents the results of a contrastive analysis of the discourse markers *I mean* (English) and *ich mein* (German). While both discourse markers have been analysed on their own (see e.g. Brinton 2007, Erman 1986, Schiffrin 1987; Auer & Günther 2005, Günther & Imo 2003), a contrastive analysis is still missing.

The discourse markers *I mean* and *ich mein* show several similarities, relating not only to their pragmatic nature of being semantically and syntactically optional but also to their form and their development from a matrix clause comprising a first person pronoun, the verb *mean/meinen* and a clausal or phrasal complement. Additionally, the results of previous studies suggest that they are also similar with regard to their functions, including among others reformulation, repair, modification, or exemplification.

The data on which the current study is based stems from the World Wide Web. In particular, the analysis makes use of the *Webcorp*, which draws on internet search engines like Google and can be restricted to English and German domains respectively. The results obtained thus involve a variety of different written text types from a range of web pages.

The aim of this study is to analyse the functions of the discourse markers *I mean* and *ich mein*, which have been investigated mainly in spoken (colloquial) language, in written web data, referring to the types of text in which they are attested. Furthermore, this study will discuss spelling variations reflecting colloquial and dialectal language use in the case of German *ich mein* (*ich meine*, *i mein*, *i moin*, *i moan*,...), as opposed to English *I mean*, where we do not get this variation. In addition to a comparative analysis of their quantitative distribution, a contrastive analysis of their functions in English and German will be conducted, so as to point out potential similarities and differences in their use and distribution.

Auer, Peter; Günther, Susanne. 2005. „Die Entstehung von Diskursmarkern im Deutschen – ein Fall von Grammatikalisierung?“. In Leuschner, Torsten; Mortelsmans, Tanja (eds.). *Grammatikalisierung im Deutschen*. Berlin: de Gruyter, 335-362.

Brinton, Laurel. 2007. "The development of *I mean*: Implications for the study of historical pragmatics". In Fitzmaurice, Susan; Taavitsainen, Irma (eds.). *Methods in historical pragmatics*. Berlin: Mouton de Gruyter, 37-79.

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Günther, Susanne; Imo, Wolfgang. 2003. „Die Reanalyse von Matrixsätzen als Diskursmarker: *ich mein*-Konstruktionen im gesprochenen Deutschen“. In Orosz, M.; Herzog, A. (eds.). *Jahrbuch der Ungarischen Germanistik 2003*. Budapest/Bonn: DAAD, 181-216.

Schiffrin, Deborah. 1987. *Discourse markers*. Cambridge: CUP.

## Marcia Macaulay,

***The Function of Repairs in Political Interviews***(lecture)

Repairs have been analysed as a “self-righting mechanism for the organization of language use in social interaction” (Schegloff et al., 1977, p. 381). However, their function in determining interpersonal meaning between speakers has also been examined (Piazza, 1999; Mason, 2002; Maheax-Pelletier & Golato, 2008; Forrester & Cherington, 2009). We can further examine repairs in political interviews with a view to their discursual function as well as their function in the positioning of interviewer and interviewee. Forrester and Cherington (2009) refer to their function of “calling someone to account” (p. 184). The data from this study are taken from three political interview programs, *Power and Politics* on the CBC (Canadian Broadcasting Corporation), *The Situation Room* (CNN), and *Hardtalk* (BBC). Ten interviews were taken from each program with a total of 30 interviews. Approximately 500 utterances were analysed. Repairs and repair sequences employed by the three interviewers (Evan Solomon from *Power and Politics*, Wolf Blitzer from *The Situation Room* and Steven Sackur from *Hardtalk*) were counted and analysed. There were significant differences in the percentages for repairs employed by each interviewer. While Solomon and Blitzer used repairs and repair sequences in between 10-20% of their questions, Sackur used repairs in almost 50% of his questions. For Sackur, standard requests for information (“Do you think,” “I just wonder,” “So what impact have you and your colleagues had on this government?”) are almost equally counterbalanced with repairs, most often other-initiated self repairs (“You see, your own leader at this time,” “Let me quote you some other numbers,” “That just seems plain undemocratic.”). While Solomon and Blitzer also employ other-initiated self repairs, these are often sequenced to pursue a specific line of questioning. Repairs employed by Sackur intersperse requests for information and function to mark a shift in register from interview to debate, in which Sackur repositions himself as the principal debater with his interviewee. Repairs in Steven Sackur’s *Hardtalk* mark this interview show as a hybrid register combining straight interview with active debate.

**Saeko Machi,**

***Repetition mechanisms in Japanese and English: Introducing different cultural orientations towards conversation***(lecture)

When we look at conversation, there are many linguistic and non-linguistic devices that, although they are given the same term or categorized as the same speech act, seem to work differently depending on the language. For example, we can probably find in most languages in the world devices called the “repetition,” “backchannel,” and “nod,” but are their functions the same or somewhat similar, or rather very different according to the language? And if they are different, can we assume that conversation per se is carried out under the same orientation cross-linguistically?

In order to explore such questions, this study makes a comparative examination of one minor linguistic device, that is, the practice of repeating what others say in Japanese and English conversation. The study analyzes the conversation data of 13 Japanese pairs and 11 American pairs. The analysis is carried out through the following three stages: (1) the frequency of repetition, (2) the object of repetition, and (3) the function of repetition.

In terms of frequency, it is revealed that repetition occurs about three times more frequently in Japanese than in English, showing a great difference.

For the analysis of the object of repetition, all the repetitions in the data were classified according to what kinds of words, phrases, and sentences comprise the object of repetition, namely (i) objective facts, (ii) names of people, places, and times, (iii) topics, and the initiator’s (iv) experiences, (v) assessments, and (vi) feelings. The obtained results show that in Japanese, where the categories (v) and (vi) are most frequently repeated, the main object of repetition is the initiator’s subjective expressions such as “how she feels” and “what she thinks.” On the other hand, in English, where they frequently repeat the categories (i) and (ii), propositional information such as “who-does-what-to-whom where-and-when” is the main object of repetition.

For the analysis of the repetition function, the data was also classified into eight categories according to the repeater’s motive for adopting the initiator’s utterance. They are (a) agreement, (b) sympathy, (c) adopting, (d) questioning, (e) answering, (f) confirming, (g) filling of space, and (h) savoring. The results show that in Japanese, repetition mainly performs sympathizing and agreeing functions in order to reach like-mindedness and create a sense of unity between the participants. In English, on the other hand, repetition functions as questioning, answering, and confirming so that the participants can accurately elicit and understand each other’s story and information.

The remarkable contrast between the repetition mechanisms in the two languages highlights the possibility that Japanese and English speakers have different orientations towards conversation. Since conversation is an accumulation of all sorts of linguistic devices, their mechanisms are influential in the orientation of conversation as well as its forms. This study reinforces the necessity of further research of more mechanisms and social values of other linguistic devices in cross-linguistic data, which will surely give us ideas about how the speakers of the language regard conversation and what they wish to achieve through conversation.

**Izabel Magalhães,**

***The Social Role of Pragmatics in Special Education in Brazil***(lecture)

This paper examines data from an ethnographic project in the context of the educational care of students with disabilities in Brazil. The project, which is entitled 'Multiple Literacies, Identities and Interdisciplinarity in the Special Educational Care to Disabled Students', is funded by CNPq/Brazil. With the government policy of including disabled students into mainstream schools, special schools have changed considerably. Instead of providing classes to these students, their role is now complementary, attending to those students' needs which are not looked after in mainstream schools. In order to understand this process, the project investigates the relations holding among multiple literacies, identities and interdisciplinarity in educational centres (NGOs) and schools. The purpose of the paper is to give an account of the social role of pragmatics in the interdisciplinary relations existing among the professionals who care for disabled students. According to Mey (2008: 57), 'In a pragmatic view of education, teachers and students should be culture sharers'. However, an analysis of the professionals' speech acts indicates fundamental differences among, for example, psychologists, physicians, social workers and teachers. There is hardly any culture sharing among these professionals. The theories that I adopted for this research are the Austinian tradition of speech act theory and the dialectical-relational version of critical discourse analysis that views 'meaning-making as an element of the social process' (Fairclough, 2009: 162). The data consists of ethnographic interviews with the professional team and artefacts, mainly texts, in two educational centres. Speech acts can represent identities, beliefs and knowledge so as to maintain social inequalities which are costly to some professionals in the team, and especially to disabled students. There is little integrationist effort with the purpose of providing good quality care. In fact, each professional uses a particular register with a particular wording, some exploring multimodal resources. The analysis suggests that there is a problem in the interdisciplinary relations in the professional team. The professionals' speech acts are heterogeneous, based on an extremely normative culture that discriminates others, resulting in a voice clash. In addition, the emphasis on technical jargon may hinder the team's integration and fix their identities. Pragmatics can play an important role in special education, establishing a basis for sharing and cooperation as part of an interdisciplinary dialogue.

### **Tiina Mälkiä, Ilkka Arminen**

#### ***Expressing and challenging power in management meetings***(lecture)

Power is present both explicitly and implicitly in management meetings, especially in negotiations concerning future actions. Meetings are different in respect of formality, agenda setting, turn allocation etc., and this creates a variation of interactional resources available for the participants. There are different levels or types of power that can be identified in management meeting interaction: 1) status-related power (head of the institution, head of department etc.), 2) procedural power (chair of the meeting), and 3) situational power (rhetoric/interactional competence, knowledge-based expertise etc.). We explore how these different types of power are expressed, supported or challenged in management meeting interaction. Power becomes perceivable in actions such as: 1) following/breaching meeting procedures and official agenda, 2) including/excluding participants into different "we"-categories, 3) rectifying/reformulating other participants' turns, and 4) aligning with expressed stances. We use Conversation Analysis in exploring how the participants use multimodal interactional resources in orienting to power relations in turn-by-turn flow of interaction. Our data consist of videotaped management meetings at Finnish universities and public research institutions. Video recordings have been collected in 2009 and 2010.

### **Ruta Marcinkeviene,**

#### ***Denotational indirectness of abstract nouns***(lecture)

The paper deals with the phenomenon of the so called denotational indirectness (hence DI) which manifests itself in a discourse as a second, third or even further level of detachment from extralinguistic reality. At the first glance denotationally indirect discourse, judging from its linguistic expression, presents a topic as related to real life experience, however, contextual analyses of its key words reveal their "second-handedness".

The phenomenon is illustrated with the analysis of usage of the nouns *terrorism*, *terrorist* and *terrorists* in the British National Corpus. The nouns demonstrate their descending degree of abstractness, as well as different levels of DI. *Terrorism* denotes violence, but violence is seldom meant while using the noun. The same, although to a lesser extent, holds for *terrorist(s)*.

The usage analyses of *terrorism*, *terrorist*, and *terrorists* (used 435, 797, 713 times respectively), in a 100 million word BNC was carried out focusing on DI. Concordance lines of *terrorism* were classified as denotationally direct if the nouns were used to refer to specific situations and people or if immediate and direct links to human experience were obvious: e.g. *A mother mourns a victim of terrorism*. The amount of the direct uses of *terrorism* was only 7 percent.

Denotationally indirect usages of *terrorism* include nominal collocations with the titles (e.g. *Prevention of Terrorism Act*), common noun phrases, where *terrorism* is grammatically subordinated to other nouns (e.g. *the threat of terrorism*), metaphorical uses of *terrorism* (e.g. *the war against terrorism*). Verbal contexts of denotationally indirect *terrorism* demonstrated non-factual modality, expressing either volition of the author, i.e. a will that something should or should not take place, or possibility/probability of the action to take place (e.g. *terrorism could not and would not succeed*).

Lexical devices of DI include all the cases of usage of *terrorism* as a generic class noun, e.g. *one day terrorism will be beaten*. Besides, lexical items like *alleged, suspect, charges, accused of, possible* signal hypothetical nature of the expression. Negation or all kinds of denial or refusal of *terrorism* expressed by words *renunciation, refusal* can also be attributed to DI.

DI on a discourse level can be found in intertextual fragments, i.e. citation, periphrasis, reported speech, etc. References in intertwining discourse usually are made not to extralinguistic reality but to previous discourse. In the case of usage of the term *terrorism* indirect discourse prevails. If the question were asked “what is the terrorism discourse about” the answer would be “it is about other discourses”.

Thus *terrorism* is predominantly used in an indirect way. Analyses of a more specific noun *terrorist* in singular and plural presented more cases of direct references, esp. its plural form. Nevertheless, the usage of both nouns denoting terrorism demonstrates a clear tendency “away from concreteness” and “away from reality”. An implication for a possibly manipulative nature of denotationally indirect discourse of *terrorism* is a follow-up of the analyses.

### **Anna Marsol, Júlia Barón**

#### ***Request strategies in CLIL and EFL classrooms***(lecture)

The present study aims at analyzing the request strategies identified in the classroom discourse of a CLIL (Content and Language Integrated Learning) and an EFL (English as a Foreign Language) teacher. The focus has been placed on the degree of indirectness in the realization of this speech act. The data come from a corpus of 3 CLIL lessons and 5 EFL lessons (approximately, 400 minutes of recorded classroom time) taught by an English-specialist primary teacher. In contrast with the majority of research studies on CLIL classroom discourse, the *same* teacher and group of learners (aged 10-11) were video-recorded in the CLIL lessons as well as in the EFL lessons.

In line with Dalton-Puffer (2005) and Dalton-Puffer & Nikula (2006), the findings show that the degree of indirectness is closely related to the object of the speech act (information/action), which is also tied to classroom register (instructional/regulative). When the teacher’s objective is to obtain information from the learners within the instructional register, wh-question such as ‘What’s this sticky liquid over there?’ (CLIL) become the canonical form. As regards the use of direct requests (e.g. imperatives) like ‘Tell me if this affects the higher or the lower respiratory system’ (CLIL) or ‘Say it again with appropriate word order’ (EFL), they are commonly employed in both classroom contexts. Indirect requests such as ‘Can you tell me if this belongs to the higher or the lower respiratory system?’ (CLIL) are the most indirect structures identified in the analyzed data. When the teacher’s objective is to get the learners to perform an action during the stream of regulative discourse, there is less variation in the teacher’s requesting repertoire. In this context, indirect requests containing past tense and inclusive ‘we’ like in ‘Could we go to page fifty-two?’ (EFL) appear to be preferred over other forms.

All in all, it can be concluded that directness in requests predominates in both classroom contexts. However, it must be pointed out that the learners also get exposed to a number of indirect requests not only in the CLIL lessons but also in the EFL lessons under study. This fact might be accounted by their both being ‘educational’ events with institutional constraints on discourse practices. Despite the reputation of CLIL as providing learners with more opportunities to acquire pragmatic skills through ‘naturalistic’ exposure to the target language, it can be claimed that teacher request strategies in the analyzed CLIL classrooms are pretty similar to those examined in the EFL classrooms.

### **Leyla Marti, Elicin, Canan**

#### ***Requests in E-mails of 1st year Turkish ELT students***(poster)

Pragmatic competence has been of interest for foreign language education. Various speech acts have been studied to see whether foreign language students, especially EFL students, are pragmatically competent as compared to native speakers. Cross-cultural and interlanguage pragmatic studies have been conducted to shed light on this issue. This study focuses on requests which is one of the most frequently used speech acts in real life. Being central to pragmatic studies they have been studied extensively. This frequent occurrence is also reflected in our e-mail data. For this study we have collected 150 e-mails from 1st year ELT students at an English medium university in Turkey. Out of the 150 e-mails, 83 were requests. These e-mails were sent by our students to their instructors in the department throughout a semester. The e-mails ranged from requests for deadline extensions to letters of recommendation. The interlanguage data collected from the ELT students were compared to native English speakers to investigate differences and similarities between the two groups in their requestive behaviour. The data from 47 native English speakers were obtained through a written discourse completion test. In addition, in order to see whether there is transfer from their L1, we administered a DCT in Turkish to 45 Turkish native speakers. The requests are going to be analysed in terms of indirectness mainly based on Brown and Levinson’s (1987) and Blum-Kulka and Olshtain (1984) indirectness categories.

Blum-Kulka, S. and Olshtain, E. (1984). Requests and apologies: a cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics*, 5(3), 196-213.

Brown, P. and Levinson, S.C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge

University Press.

**M. Angeles Martinez,**

***Narrative inner speech and facework***(lecture)

During reading, readers are engaged in self-projection and immersion processes involving deictic shifts into narrative possible worlds (Ryan 1991, 2006; Duchan et al. 1995; Werth 1999; Herman et al. 2008), as well as empathic concern and self-implication (Kuiken et al. 2004; Ames et al. 2008; Djikic et al. 2009). These are effected through a re-alignment of perspectival viewpoint to the focalizer's, the character through whose consciousness the fictional world is presented. This character's ideological, perceptual, and emotional stance is frequently conveyed in the form of inner speech, or interior monologue.

The present study analyses focalizers' inner speech in several contemporary American and British novels, with a focus on the rich presence of connectedness and separateness interactional facework (Arundale 2006, 2010; Vilkki 2006; Haugh 2007, 2010; Terkourafi 2007; Oigermann 2009). On one hand, we will explore the role of facework in focalizers' self-presentation (Schlenker and Pontari 2000; Spencer-Oatley 2007), as some of the novels in the analysis display a heavier presence of either connectedness or separateness facework. This suggests that these two complementary phenomena may receive different degrees of foregrounding, in accordance with the overall method of development and communicative ends of particular narratives.

On the other hand, the presence of interactional linguistic facework presupposes that the focalizer's inner speech has an Addressee. It could be argued that interior monologue is addressed at oneself, but in narrative discourse there is someone else at the receiving end: the reader. However, focalizers and readers have different levels of existence in a discourse representation of narratives (Onega and García Landa 1999; MacIntyre 2006). The reader is the writer's real world addressee, and cannot, as such, trespass the ontological barrier separating the real from the fictional world. This suggests that the reader's projection and immersion is not just a metaphoric description of the reading process, but an actual cognitive leap which will bring the reader inside the fictional world to become Addressee of the focalizer's inner speech.

I suggest that this cognitive leap and deictic shift can be understood as a blending operation (Coulson and Oakley 2000; Fauconnier and Turner 2002) involving two input mental spaces, each containing features of, respectively, the focalizer and the actual/implied reader. These features would be selectively projected into an emergent blended structure liable to be run as the reader's alter-ego inside the fictional world. This blend, strengthened by linguistic facework, could be subsequently run to explain readers' immersion into possible worlds, deictic shifts across worlds, and empathic concern in narrative processing.

**Sergio Maruenda-Bataller, Begoña Clavel Arroitia**

***Gender, evaluation and discourse prosodies: A corpus-based analysis of testimonials in British television advertisements***(poster)

The present study is part of the combined work of the research groups GENTEXT (Género y(des)igualdad sexual en las sociedades española y británica contemporáneas: Documentació y análisis discursivo de textos socio-ideológicos), financed by the Ministerio de Ciencia e Innovación [FFI2008- 04534/FILO], and MATVA (Efectos pragmático cognitivos de los elementos paralingüísticos y extralingüísticos sobre la audiencia en los anuncios de televisión en lengua inglesa), financed by the University of Valencia [UV-AE10-2454U].

Advertisements are loaded with subject positions representing gender and sexuality and contributing to the dissemination of stereotypes, values and attitudes through image and discourse. This may constitute the basis of discriminatory practices when portraying the life and attitudes of women, thus interfering with full equality. In this work, we aim (1) to analyze the way protagonists of testimonial TV advertisements (both men and women) use evaluation and appraisal to 'encode' discourses of gender; and (2) to evaluate the linguistic mechanisms that promote the construction of communities of shared feelings and values (Martin & White 2005). In order to do so we use critical discourse analysis and corpus linguistics to document the presence of a series of discourse prosodies (Stubbs 2001) that (de)legitimizes gendered cultural representations, attested in the MATVA (Multimodal Analysis of TV Advertisements) corpus. Our corpus comprises 657 TV advertisements broadcast on British television on June 25 2009, from which we drew an *ad hoc* corpus of 145 adverts showing testimonials. Following Pennock-Speck & Del Saz-Rubio (2009) and Del Saz-Rubio & Pennock-Speck (2009), we define a testimonial type of advert as one in which a (famous/anonymous) character gives their opinion on a particular product. We subdivided the *ad hoc* corpus into two categories: those narrated by men and those narrated by women. Using *Wordsmith* and *AntConc* tools we examined the discourse prosodies and semantic constellations surrounding conceptual representations related to stereotyped images appearing in both subgroups. Recurrent patterns show that evaluative meanings are not merely personal and idiosyncratic, but widely shared in a discourse community. A word, phrase or construction may trigger a cultural stereotype (Stubbs 2001). We believe that the analysis of keywords and discourse prosodies can shed light on the identification of values, beliefs, attitudes and discourses.

**Yoshihiro Matsunaka, Kazuko Shinohara, &Seiji Mitsuishi**

### ***A critical metaphor analysis on genetically modified products in Japanese***(lecture)

This study explores the cognitive principles that are at work in conceptual metaphors concerning genetically modified (GM) products, along the lines of development in Conceptual Metaphor Theory (CMT, Lakoff and Johnson 1980, 1999; Grady 1997; Lakoff 1993; etc.). Recently, it has been applied to critical analysis of discourses in social, economic, or political areas (Charteris-Black 2004), contributing to the development of Critical Discourse Analysis (Fairclough 1995). Grady and his colleagues are applying CMT to business consulting, especially in the field of food systems (Aubrun, Brown, & Grady 2005, 2006). More specifically, Cook (2004) analyzes GM debate to look at how language shapes and can be used to manipulate our opinions. With these trends of development in mind, this study explores the structure of conceptual metaphors used to convey certain feelings or ideas concerning GM products in Japanese society.

We are collecting examples containing conceptual metaphors or blends from websites in Japanese. We can find at least three target domains; the process of genetic modification, each stage of modification, and GM food or product itself. First, the process of genetic modification is compared to contamination, insanity, living-body experiment, mischief, technology of evil and so on. Second, several stages of the modification are expressed metaphorically as in the following examples; a gene's creeping into a cell, knocking a modified gene into a cell, uncontrollability of modified genes. Third, GM food or product eats into our health, runs riot, or runs away from a laboratory.

The results of the analysis of the source domains of our data partly confirms Cook's (2004) suggestion that the source domains that can be found in GM debate include, among others; (1) battle, invasion and attack, (2) terrorism and Iraq, and (3) contamination, pollution and impurity. Our data shows the following three points to add to Cook's suggestion. First, to evoke intended impressions such as fear or disgust, metaphorical expressions on websites map GM food onto such things as machines, monsters, or bugs in a computer. Moreover, while GM food is basically a plant, they are metaphorically considered an animal that can move voluntarily and spread 'contamination' around neighboring environments. Secondly, these websites, perhaps with the intention to explain simply and easily difficult issues of the GM food, tend to use metaphorical expressions such as hiding, shooting, creeping or destroying, which might evoke negative feelings in readers. Third, terrorism and Iraq have not been found as source domain concepts for metaphors against GM products. This may be because in Japanese society, terrorism and the issue of Iraq are not very intense and urgent topics of threat.

Collection and detailed analysis of data from websites promoting GM food is under way. By analyzing the use of metaphor in websites for and against GM food, we can compare the effect or power of metaphor to influence public opinion.

### **Rieko Matsuoka, Greg Poole**

#### ***Gender and power in healthcare communication: Examples from Japanese manga discourse***(lecture)

This study examines the ways in which gender is projected in healthcare communication with a focus on nurses. As pointed out by Jones (1988), the origin of nursing is closely related both linguistically and culturally to femininity and the female sex. By the same token, Muff (1982) argues that nurses' issues are mainly that of gender. In the Japanese healthcare context, approximately 94% of all nurses are female. A strong image of femininity has generated the representation of a nurse as a gentle "angel in white". The grand purpose of this study is to explore these socially embedded images as expressed in manga discourse.

The data were collected from the healthcare manga series entitled "*Nurse Aoi*", which was televised in 2006 as a TV series, with a high viewing rate (10~25 %). Koshino Ryo, the author of this series never worked as a nurse; however, he conducted interviews with nurses to acquire the resources for the manga so that each fictional episode is partly based on reality. Although the TV series terminated in 2006, the printed manga series continues to be published and has reached 31 volumes. After examining 3792 pages of episodes in the first twenty volumes, five communication scenes were selected for in-depth micro-level analysis. The interactions in these scenes project either directly or indirectly gender issues related to the occupational hierarchy of a nurse and a doctor, enacted through power and face.

The first of these five selected communication scenes reveals the asymmetrical power relationship between the main character, Nurse Aoi, and the director of internal medicine specializing in diabetes, a middle-aged male doctor. The second scene involves a male patient who asks Nurse Aoi to bathe him, referring to her as an "angel in white". The third example is an utterance from a doctor in which he uses a derogatory word (*kuseni*) directed toward a nurse. The fourth example also includes another derogatory utterance (*nanka*) made by male doctors about nurses. The fifth scene involves Nurse Aoi's younger brother who observes that she should just "quit such a job" (*konna*) rather than tolerate the attitude of male doctors.

After presenting and analyzing these communication scenes we discuss how these examples suggest that power relations motivated by gender are intertwined with the societal expectations of the healthcare occupations, macro-level expectations that are constructed in face-to-face micro-level interactions. The communication scenes are constructed based on each actor's performativity and positionality of identity, one that is strongly affected by the gender and occupation of the interlocutors. Derogatory expressions generated from macro-societal power

relationship can be interpreted as both gender prejudice as well as a face-saving strategy.

**Lisa McEntee-Atalianis,**

***The Role of Metaphor in Shaping the Organisational Identity and Work-place Agenda of the United Nations***(lecture)

The persuasive power of metaphor in public oratory has been recognised since antiquity however accounts of metaphor in political discourse have become ubiquitous in recent years (e.g. Charteris-Black, 2006; Chilton & Ilyin, 1993; Lakoff, 1991; Obeng & Hartford, 2002; Rohrer, 1995; Semino, 2008; Straehle et al, 1999, Wodak et al 2009). Studies have sought to: test theoretical frameworks; identify and explain patterns of use across a range of texts and contexts; and describe their rhetorical power in the representation and legitimisation of contemporary political issues and leadership. Additionally some (e.g. WAUDAG, 1990, De Cillia, 1999, Wodak et al, 2009) have identified metaphor as an important pragmatic strategy in the construction of political and national identity. All concur that metaphors are fundamental to political/leadership language as they facilitate the communication of abstract and complex concepts, whilst simultaneously performing vital strategic functions. This is achieved through the interaction of affective, cognitive, pragmatic and social dimensions.

This paper seeks to extend this work by considering how metaphor functions to frame the organisational identity and defend the work-place agenda of the United Nations. It also discusses the role of metaphor as a discursive and pragmatic device employed to construct a common ‘imagining’ and conceptualisation of international politics in one sphere of influence (i.e. maritime issues). Eleven speeches delivered over a period of four years (2007-2010) by the Secretary-General (SG) of the International Maritime Organisation (IMO, United Nations) to audiences outside of the institution are examined. It will be shown that the identity and work of the organisation are legitimised, in part, through the delegitimisation of agents/actions in opposition to the ideology and values of the organisation. Polarisation is achieved through the employment of devices designed to enhance positive or negative evaluations. The former enhance a positive self-image by promoting a shared agenda and ethical and moral stance; whilst the latter is achieved via distancing, vilifying and ‘othering’ agents/actions/states in opposition to the mission and values of the organisation. Findings are resonant with those reported by Wodak et al (2009) in relation to the construction of national identities. Drawing on Wodak’s concept of ‘strategies’ in identity construction, the main macro-function of ‘constructive strategies’ are found to be employed in the speeches, in which an image of ‘unity’ and ‘cohesion’ is dominant in the enactment of organisational identity. The analysis further points to the similarity of source metaphors employed by politicians in national contexts with those used by diplomats in international politics. Comparisons are made with Charteris-Black’s (2006) analysis of public speeches delivered by politicians & religious leaders in various national contexts.

Charteris-Black, J (2006) *Politicians & Rhetoric: The Persuasive Power of Metaphor*. New York: Palgrave.

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**Courtney McFarlane,**

***Reduced cultural contact and conversational turn-taking of North American women living in Tokyo and Manila***(lecture)

Extensive research has been conducted in the areas of cross-cultural adjustment, differences in turn-taking and backchannel cues across cultures, and pragmatic transfer. None to date have considered these three factors together. This study asks if reduced cultural contact with one’s home country influences conversational turn-taking style in general, and backchannel behaviour specifically. If so, are these changes evident even when speaking one’s native language?

Previous research (e.g.: Maynard, 1986; 1990) has shown that Japanese speakers use significantly more backchannels in conversation than native speakers of English. A limited amount of research (e.g.: Tao and Thompson, 1991) has also suggested that pragmatic transfer can occur from a second language back to the first. No research to date has explored the relationship between length of stay abroad and reverse pragmatic transfer. This study presents data which suggests that reduced cultural contact with one’s home country may be a factor in what is sometimes called ‘reverse pragmatic transfer’. Data collected from guided-task interactions between dyads of short and long-term North American female residents of Japan are analysed and compared with participants’ responses to an attitude questionnaire asking them about their perceptions of the interactions that took place.

In this study, women who have been living in Japan longer-term often show backchannel behaviour resembling that of native Japanese speakers, while their short-term counterparts tend to maintain backchannel behaviour more typical of native English speakers. These results are compared with those of a follow-up study carried out by the researcher in Manila, Philippines, where English is much more widely spoken.

**Rebecca McPhillips, Susan Speer**

***Discussing ‘delicate’ topics: How do doctors introduce topics related to sex during consultations at the Gender Identity Clinic?***(poster)

Taking a sexual history within contemporary healthcare settings has been established as important to medical diagnoses and patient wellbeing (Bronner, Elran, Golomb and Korczyn, 2010). However, discussions of this nature continue to be problematic for clinicians and patients. This is understood to be due to the embarrassment that is often caused by discussing ‘sensitive’ topics related to sex, or a lack of appropriate communication skills training ( von Fragstein, Silverman, Cushing, Quilligan, Salisbury, and Wiskin, 2008; Hinchliffe, Gott and Galena, 2005).

Previous conversation analytic work has established that ‘delicacy’ is not intrinsic to any particular topic, but is something that is constructed interactionally through talk (Lerner, forthcoming). For example, Silverman and Perakyla (1990) found that patients frequently paused before first mentioning terms relating to sexual intercourse when speaking to clinicians in a HIV clinic, marking such terms as delicate.

This study aims to develop and extend this previous conversation analytic work on delicacy in medical interaction, and to inform current literature on doctor-patient communication. Drawing on a large corpus of audio and video data collected from the unique setting of the Gender Identity Clinic (GIC), we investigate the ways in which doctors initiate topics related to sex, such as patient’s sexual history, masturbation and sexual fantasies.

Patients who present at the GIC do so in order to access treatment for Gender Identity Disorder (GID), such as cross sex hormones and/or genital surgery in order to make their bodies as congruent with their preferred sex as possible (WHO, ICD-10, 2007). In order to receive these treatments patients must be assessed by two psychiatrists at the GIC, wherein taking a comprehensive patient history, with a particular emphasis on sex and gender matters, is fundamental to making a correct diagnosis of GID (Barrett, 2007). Therefore, this is an ideal setting for an enquiry into how ‘delicate topics’ are discussed in a clinical environment.

Our analyses reveal a number of ways in which psychiatrists introduce topics related to sex in the GIC. Psychiatrists may make a link themselves between immediately preceding topics, for instance the patient’s experiences with ‘cross-dressing’, and topics related to sex by using ‘biased’, or ‘presumptive’, questions (Heritage 2010):

1 Psy:↑At what age (0.5) did the cross dressing (.) have

2 any kind of sexual arousal (.) with it?

3 Pat:It’s never really had any sexual arou;0sal;

Psychiatrists also initiate talk about issues related to sex by drawing upon information made available either by the patient’s clinic records or by the patient during the same consultation;

1 Psy:.hhh ((1.5 writing)) What about you:r sexuality. You

2 said that you’d had relationships with boys when you

3 were younger.

4 Pat:[Yeah

5 Psy:[Is that you trying to conform?

In our discussion we reflect upon the ways in which the introduction and subsequent talk about topics related to sex marks these issues as ‘delicate’. We also consider the extent to which the different techniques used to open talk about subjects related to sex are useful for both doctors and patients.

**Elizabeth Meddeb, Patricia Frenz-Belkin**

***Read this, not that and look over here: How gestures highlight talked-about objects in a technologically complex speech-to-text environment***(lecture)

Today, speech recognition technologies have become ubiquitous; for instance, Microsoft Word comes with a speech-dictation which can be used as a speaker-independent technology without voice training or as a speaker-dependent system where it is necessary for the speaker to enroll in the system to familiarize the software with his or her voice model. To enroll, users read a script on the computer screen that the computer will use to create an individualized acoustic model. Learning to interact with the technology and its constraints is challenging. It is particularly daunting for readers with non-standard pronunciations who typically face greater challenges (misrecognitions) than standard speakers of the language. A more universal problem is the fact that any ambient noise or extraneous utterance can cause the system to misrecognize and reject the incoming speech.

In this study, we explored how speakers of non-standard varieties of American English train speech-dictation software to recognize their voice patterns with the assistance of a human tutor. Borrowing from the methodology of conversation analysis, we investigated the use of strategically deployed gestures, as they are embedded in the

on-going talk between the tutor and the tutee during the enrolment session(s). In particular, we focused on the non-verbal signals (e.g., pointing gestures, often accompanied by deictic references such as *this/that/here/there*, iconic gestures, and beats), all of which help to establish a mutual orientation toward the computer environment. Our analysis identified the role that these gestures play in the creation of shared “domains of scrutiny” between tutor and tutee and the sequential progression of the task activity in a complex textual environment where any “noise” can create misrecognitions that force the speaker to repeat the same word or phrase over and over.

Our preliminary findings show that gestures occurred in two different “speech” environments: during the talk between tutor and tutee when the microphone was off and during the dictation when the microphone was on and any extraneous utterance would have disrupted the transcription by the system. In “the microphone off” interactions, both participants frequently used pointing gestures accompanied by deictic references to highlight some object on the screen. Beats were used to emphasize some word or phrase whereas iconic gestures served a variety of purposes such as facilitating the correct pronunciation of a word. In the “microphone on” situations, gestures were typically used by the tutor to indicate that the system had recognized an utterance correctly or to signal to the tutee that she should go on with her dictation.

This research contributes to the growing number of studies that examine the interactions between/among users as they interact with and “speak to” multi-modal technologies. In addition, our findings may be beneficial to the emergent technology of hand gesture recognition which will allow users to control digital interfaces through hand movements.

### **Michael Meeuwis, Jürgen Jaspers**

#### ***Away with linguists? The politics, indexicality, and appropriation of descriptive linguistic fieldwork***(lecture)

Our central claim in this paper is that language users approached in descriptive types of (socio-)linguistic field research, in particular research on minority languages and/or substandard varieties, may be found to react to the presuppositions and implications of such research in quite comparable ways as they are known to respond to overtly prescriptive and evaluative (socio-)linguistic interventions.

Granting various degrees of explicitness, the prescriptive character of such projects as linguistic standardization and language planning and policy is fairly unambiguous: designers and recipients in general openly identify and recognize them as targeted at *changing* current language behaviour. The overt nature of prescriptivist projects is one of the reasons why they are seldom perfectly successful (Deumert & Vandebussche 2003; Cuvelier et al. ftc): language users never ‘blindly’ implement prescribed norms, but instead appropriate and redesign them, steering language use in different directions than intended by the prescribing authorities. Our paper illustrates this in showing how the Kinshasa-based variety of the Bantu language Lingála emerged out of metalinguistic reactions against missionaries’ corpus planning efforts in the early 20th century.

In contrast, much contemporary sociolinguistic and linguistic-anthropological scholarship involves repeated reassurances that the aim is not to evaluate linguistic practices, but to describe and possibly dignify them. Yet, those who are observed often see little ‘political’ difference between descriptive and prescriptive interests and see fieldworkers as indexical of tacit attempts at language modification or of inappropriate bourgeois fascination with society’s downside. Indeed, as the objects in investigations of ‘unusual’, ‘extra-ordinary’, and unprescribed variation, and as the designated owners of speech routines that tend to become reified and categorized as ‘substandard’ or ‘etnolectal’, language users may suspect that fieldwork practices may proffer fresh tools in the hands of those higher up or help justify their current socially excluded position (Comaroff & Comaroff 1992: 12). Our paper moves on to document our fieldwork experiences investigating the speech routines of ethnic minority students in Flemish Belgium. We will illustrate how informants were metalinguistically aware of the political verticality of the researcher-researched relationship, and of how the fieldwork, searching for substandard language varieties as inventoried and ethno-indexing categories, presupposed a normatively deviant identification of their ways of speaking to which these students could be seen to respond. Our paper discusses theoretical and methodological implications of all this for the growing field of minority language research.

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### **Qi Mei, Si Liu**

#### ***Pragmatic Functions of the Chinese Downgrader yixia***(lecture)

The very common Chinese downgrader *yixia* (一下; literally: one time; a short while; a bit) following a verb is widely employed in our daily verbal interaction. It comes to the proposers that why Chinese speakers use *yixia* in their utterance, what pragmatic function it serves in different types of speech acts, and whether the use of *yixia* shows a pragmatic strategy performed by the native Chinese speakers who try to achieve a certain purpose and make the conversation a successful one. These are interesting issues and worth researching.

In the literature, there are many studies in semantics of the Chinese verb structure with *yixia*; while very few in pragmatics. There is a study on the pragmatic function of *yixia*, for example, by Shan and Xiao (2009) in terms of politeness principle on expression of an utterance and a Chinese corpus, they find that the expression of politeness relates closely to the “meaning of little quantity” format (V + *yixia*). By analyzing 500 sentences, they conclude that one important pragmatic function of the “meaning of little quantity” format in modern Chinese is to show polite to the addressee.

Although a couple of scholars such as Shan and Xiao study the relationship between *yixia* and politeness, they focus on sentence structure and semantic meaning. The shortage in the literature lies in the functions of *yixia* performed in diverse speech acts.

This study aims at (1) investigating different speech acts in which *yixia* is used, (2) discovering the effect and distinction of pragmatic functions achieved by *yixia* employed in diverse speech acts, and (3) detecting whether there are differences in use of the downgrader between different genders. In order to reach these aims, the data were collected in real life situations. Three hypotheses were brought forward based on the aims.

Hypothesis 1: Chinese speakers would use *yixia* for different pragmatic functions in speech acts, such as statement, request, offer, suggestion and order.

Hypothesis 2: The speakers might tend to employ *yixia* to express a certain pragmatic function in some speech acts prior to the others. The downgrader would not only create politeness in different speech acts, but also change the type of speech act the speaker performs.

Hypothesis 3: Females use *yixia* more frequently to show their politeness or to downgrade the tone than males do in different speech acts.

The method is a combination of qualitative and quantitative studies. The participants were Chinese native speakers aging from 20 to 30 (M age = 24) in the first year of postgraduate. Seventy participants were randomly chosen, with 35 females and 35 males.

Data Collection was arranged as the following:

(1) Semi-natural speech acts in which *yixia* was used were collected in three TV series.

(2) An open DCT predictive questionnaire was designed based on the data on speech acts with *yixia* obtained from the TV series.

(3) A multiple-choice questionnaire was designed according to the participants' reply to the open DCT questionnaire. The participants got 1 score if they choose the option in which *yixia* was used.

## **Anna Milanowicz,**

### ***Situational Irony and Fate***(lecture)

The main idea of this paper is that situational irony is of considerable cultural significance. When people say they find the situation ironic, this misfit evokes a particular kind of emotional response and conveys a cautionary moral message. The processing routes of ironic events are analyzed in this paper with regard to cognitive processes of: recognition, identification, interpretation and inference. The ironic events are also juxtaposed with impotency of human intentionality understood either as misfortune or Fate across different spatio-temporal contexts.

The first question that arises when studying irony is the concept itself, which goes far beyond a simple “saying one thing and meaning another.” In this paper, the concept of situational irony was collated with the psychological term of magical thinking. What is the point of departure for the interpretation of ironic event? What drives people to categorize ironic event as either bad luck or *fatum* and destiny. Both irony, fate and bad luck were used as variables differentiating consciousness, cognition and situation understanding as opposed to superstition and magical thinking. This differentiation was also seen as social variable ingrained in society and rooted in tradition.

To understand any of these inclinations, we needed a clear account of what ‘*fatum*’ involves and what ‘luck’ involves. On some accounts, luck nullifies responsibility and on other accounts ‘*fatum*’-the word of god- brings on the inevitable. Ironic behaviours show human frailty in that they depict the unwitting forcelessness of human behaviour. But whichever account is adopted, it is important to realize that cognitive patterns that are always employed in reality dominated by unexpectedness and sudden twist of action. In this paper we adopt a pragmatic view of and we examine how participants coordinate action and cognition.

With reference to taxonomy of situational irony types (after Lucariello, 2007) and four characteristic features of ironic events: unexpectedness, human frailty, outcome and opposition, the study ponders over vulnerability of human condition. Muecke (1969) stated that the emotional and dramatic power of ironic situations has long been recognized and noted that classical drama bears witness to a highly developed sense of irony. Theories of literary irony have long defined irony as some configuration of dramatic roles and plots structures. Thus, prominent examples from European and North American literature have also become the frame of reference to determine how easily the concepts of irony are accessible in a culturally recognized way for which a general knowledge structure is already formed. The aim of the study is to explain both its humorous and tragic quality. In the present research Polish and Canadian adults participate. This frame of reference is also used to assess how individuals share the concept of situational irony responding on the basis of independent knowledge.

**Kaori Miyatake, Kohji Shibano**

***How to make claims persuasively ---corpus-based analysis of Japanese academic presentations***(lecture)

Academic discourse in English has been studied from various viewpoints. Especially, many studies focus on the way of making claims. Some studies analyzed academic discourse based on linguistic forms: for example, clause-type (Charles 2006), parts of sentences such as subjects, verbs, and tenses (Myers 1992), and morphological, syntactic, and lexical linguistic form (Berman et al. 2002, Berman 2004). Other studies focused on pragmatic functions of expression in academic discourse (Myers 1989, Hyland 1998, Abdollahzadeh 2010). Hyland (1998) analyzed academic writings, and classified metadiscourse function into “textual metadiscourse” and “interpersonal metadiscourse”. Interpersonal metadiscourse is associated with the way of making claims, and is subcategorized such as hedges and attitude markers. According to previous studies on academic discourse in English, academic discourse is characterized by some linguistic forms such as personal pronoun, the style of clause, and passive voice; and these linguistic forms have pragmatic function to make their claims persuasive.

Then, what is the feature of academic discourse in Japanese? There supposed to be some features in the way of making claims. We conduct corpus-based analysis to explore the features of Japanese academic presentation. The data are drawn from Corpus of Spontaneous Japanese (CSJ) (Maekawa 2003, 2004). CSJ contains spoken discourses including academic presentations, simulated presentations (not academic setting) and dialogues (e.g. free conversations, interviews). There are 987 academic presentations by 819 speakers, 274.4 hours in total. To compare the language use of academic presentations with ordinal spoken discourses, 58 dialogues included in CSJ are also analyzed.

In analyzing Japanese academic discourse, there is a problem: differences of grammatical structure between English and Japanese. It is difficult to analyze the use of personal pronoun because subjects are often omitted in Japanese sentences. And in many cases, there are no counterparts to linguistic forms which characterize English academic discourse. Thus, we conduct two analyses as follows. 1) We conduct 3-6 gram analysis to identify formulaic sequences in Japanese academic discourse. We use the log-likelihood statistics to compare the frequencies of the sequences across the academic presentations and dialogues. Through the statistics, we identify formulaic sequences used in Japanese academic presentations, and consider their pragmatic functions. 2) The second analysis focuses on a specific linguistic form; we analyze the use of passive voice. Passive voice is analyzed as one of the features of academic discourse in many studies (Berman et al. 2002, Berman 2004, Baratta 2009). Passive voice in Japanese can be specified by adverb “reru / rareru”. In analysis, we focus on the frequency and verbs used with passive voice.

As the results of analysis 1), formulaic sequences found in Japanese academic presentations have similar pragmatic functions to English academic discourse. As the results of analysis 2), passive voice in academic presentations is used more frequently than in dialogues. And there are verbs which are used with passive voice as formulaic sequences.

**Ayumi Miyazaki,**

***Weaving Metapragmatic Meanings of Gendered First-Person Pronouns: Japanese Girls’ Contextual and Cultural Enactment of Agency***(lecture)

Based on a longitudinal ethnography at a Japanese junior high school, I analyze how girls created metapragmatic meanings (Silverstein 1976) about their gendered language, in particular, their gendered first-person pronouns within their social world, and how these girls managed to twist and subvert (Butler 1997) the traditional gendered indexes that the Japanese “language ideologies” (e.g. Schieffelin, Woolard, & Kroskrity 1998, Kroskrity, Briggs, & Errington 2000) assign to pronouns. I also examine how Japanese girls’ agency (Ahearn 2001) emerges from these meaning-making practices, using first-person pronouns as an effective tool to elucidate subjecthood and agency.

Numerous scholars (e.g., Ide 1997) have pointed out that in the Japanese language female and male speech diverge widely in self-reference and address forms, sentence-final particles, vocabulary, pitch range, and intonation. Many recent studies (e.g. Okamoto & Smith 2004), however, have found that Japanese women do not always employ the most feminine forms of speech prescribed by gendered language ideologies, and girls at my research site were no exception. Inoue (2006) states that the uniform “Japanese women’s speech” is not an accurate reflection of how Japanese women actually speak, but rather an ideology of how Japanese speakers “should” speak. Inoue warns linguists to avoid contributing to naturalizing gender differences in the Japanese language and stresses the need to look at how women weave various practices and meanings in relation to language ideologies in a specific cultural context.

In this presentation, I first explore how girls used various gender-crossing (Rampton 2004), masculine first-person pronouns in their social world, and how these girls attached metapragmatic meanings to these non-traditional pronouns. I will then focus on girls’ use of “*ore*,” the pronoun that is normally considered most masculine among gendered pronouns and that even some boys avoided to use. I examine the contexts and relationships in which girls used “*ore*,” how, in these contexts and relationships, “*ore*” played multiple functions, such as parody, play, and performance, and how girls attached meanings to their own use of “*ore*.” Then, to

further contextualize the use of “*ore*,” I focus on the linguistic journey of one girl, Yukino, who constructed her “*ore*” speech over three years. Yukino stripped this pronoun of its original meaning and tailored it to her own expression of agency in various contexts and relationships.

These girls’ negotiations demonstrate that Japanese language ideologies are being challenged and resignified (Butler 1997) in the changing configuration of gendered power relations in Japanese society. The examination of Japanese girls’ cross-gender linguistic practices allows us to go beyond the categories of women’s and men’s speech and to bring to light an example of the working of power in a specific gender relation in a specific context and historicity (Gal 1995). In addition, the self-referent linguistic practices of Japanese girls help to recapture the notion of agency. Japanese girls’ negotiating and customizing traditional linguistic tools in a specific context reveal agency as a contextual and cultural intersect (Ahearn 2001) and as a dynamic construct of moment-to-moment linguistic interactions (Bucholtz and Hall 2005).

### **Piera Molinelli, Chiara Ghezzi**

#### ***Courtesy markers from Latin to Italian: Paths of pragmaticalization***(poster)

We intend to discuss preliminary results in a diachronic analysis of paths of pragmaticalization involving politeness markers such as lat. *quaeso* and *rogo* ‘I ask, I pray’ and Italian *prego* ‘I pray’, oldit. *chiero* and con.it. *chiedo* ‘I ask’. In Latin and Italian both markers, originally full verbs, have evolved into courtesy markers, though only one of them has become a frozen form. This process exemplifies the change from propositional to expressive meaning described by Traugott & Dasher (2002).

Through the analysis of different *corpora*, we discuss morphosyntactic contexts and semantic properties involved in pragmaticalization, as well as the relationship between pragmaticalization and the evolution of forms into politeness devices.

A number of studies (Akimoto 2000, Traugott & Dasher 2002) have underlined the role of verb semantics in pragmaticalization, especially as regards the co-occurrence of performatives and pragmatic functions. Latin and Italian verbs, developing into courtesy markers, gradually acquire a parenthetical function as markers of politeness, thus conveying a social deictic meaning and expressing the speaker negotiation of the addressee’s needs (Traugott / Dasher 2002).

Therefore, we intend to analyze contexts, processes and conditions which foster the gradualness of pragmaticalization (Traugott & Trousdale 2010). The process, which displays similar pragmaticalization patterns, is evident in Latin and Italian: only one of the verbs is in fact pragmaticalized (i.e. lat. *quaeso*, it. *prego*); this evolution was probably favoured by a performative use of the verb, which progressively developed the interactional function of expressing attitudes and commitments in discourse (Molinelli 2010). As for the other verbs (i.e. lat. *rogo*, oldit. *chiero*, con.it. *chiedo*), they show earlier stages of a similar process, since frozenness of forms cannot be identified (although courtesy formulas, resulting from *rogo*, are attested in Rumanian).

The analysis of *corpora* will highlight the conditions which foster a complete pragmaticalization in some verbs (but not in others) and the similarities in the two languages which show how the process of pragmaticalization is productive and iterative.

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### **Rafael Monroy-Casas, Juan Antonio Cutillas, & José Antonio Mompeán**

#### ***The phono-pragmatics of British and Spanish TV commercials. A contrastive study***(lecture)

This is a contrastive, empirical study on the role intonation plays in the correct processing and interpretation of British and Spanish TV commercials. If intonational meaning is essentially pragmatic in nature (Hirschberg, 2004), TV advertising constitutes a specific register where a purposeful message is addressed to a silent audience, making it a special field to test the extent and range of the intonational repertoire used to enforce a concrete pragmatic function. As a theoretical background, we follow the British tradition, grounded in actual

spoken texts rather than isolated sentences, as exemplified in the writings of Crystal (1969), Halliday (1970, 1994), Couper-Kuhlen (1986), or Brazil (1980, 1997) among others. Notationally, we adopt the British contours representation using Wells' iconic system (2006); only occasionally we resort to the ToBI system (Beckman & Ellam (1997).

Samples were taken from a corpus of 400 British and Spanish TV commercials. They were grouped into broad semantic categories such as health, financial institutions, beverages, etc. For the present study, we have focused on two semantic fields: household products and car industry, selecting forty ads altogether (20 per language). These two areas were chosen on the assumption that gender-sensitive differences might well be more evident here than in other types of adverts. A psycho-phonetic analysis of all the samples was carried out in order both to identify the intonation patterns most commonly used in either language and to gauge the pragmatic import conveyed by tonicity, key and, specially, tone. Rates of occurrence of different nuclear types were calculated for the 40 ads. Results show that while there is an overriding use of falling tones in those English units conveying major (new) information, level tones are frequently used in Spanish, not just in cases where minor (given) information is present, but also under circumstances where major information is involved. Besides discussing tonal occurrence and pragmatic variation in BritE and Sp TV adverts, attention will also be paid to the controversial theoretical status of level nuclei and their concomitant pragmatic values in such language modality.

### **Nicolina Montesano Montessori,**

#### ***The potential of Critical Discourse (CDA) Analysis for Peace Studies***(lecture)

In a recent conference held at the University of Huddersfield "Language in conflict – a conversation with peace studies" (July, 2010), we discussed the potential contribution of linguistics to peace studies and vice versa. In this paper I provide an answer to the question: in what ways can CDA contribute to peace studies. During the conference 'Language in conflict' it turned out that conflict resolution has – indeed – focused too much on the resolution of conflicts. One of the eminent researchers of Bradford University claimed that he is convinced that it is urgent to delve into the conflict itself, which would require a detailed discursive analysis of the stakes in the conflict, in other words, to penetrate in the epi-center of the conflict. My main argument is that CDA can contribute in the following ways. CDA:

- can perform this detailed analysis (Montesano Montessori, 2009a, 2009b).
- Uses 'orders of discourse' as a central concept, which enables the analysis of discourse and power in its specific context and the mutually constituency between discursive and non discursive aspects of social processes ( Chouliaraki and Fairclough, 1999; Montesano Montessori, 2009a);
- Mediates between micro and macro structures, (Wodak 2004);
- Is based on and has further developed crucial issues in social theory such as 'structure and agency', 'social change'.
- Is based on critical realism and distinguishes three levels of abstraction (Fairclough 2003), which again, helps to integrate discursive and non discursive processes in the analysis.

These advantages will be demonstrated with recent further research conducted by the author in terms of the relation between texts and political positions (Montesano Montessori, forthcoming 2011 a) and social justice in classroom education (Montesano Montessori, forthcoming 2011b)

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### **Esperanza Morales-López,**

#### ***The potential of discursive awareness for Peace Studies***(lecture)

In a recent workshop held at the University of Huddersfield entitled "Language in conflict – a conversation with peace studies", we discussed the potential contribution of linguistics to peace studies and vice versa. In this presentation I will consider this issue in greater depth, adopting an approach that is complementary to that proposed by N. Montesano Montessori at the IPrA conference, namely the ways in which CDA or Discourse

Analysis from a critical perspective can contribute to peace studies), focusing on the role of participants' metadiscursive reflection in *radical disagreements*. During the aforementioned workshop, one of the eminent researchers from Bradford University discussed the urgency of delving into the conflict itself (and not merely the possibilities of resolution), a task which would require the detailed discursive analysis of the issues at stake.

Since 2005 we have been researching the question of conflict in employee-client communication (Morales-López *et al.* 2005). My more recent papers have progressed towards the analysis of situations of conflict in which opposing ideological frames are defended. In particular, in Morales-Lopez (2010), I analyse the disagreement between the Ecuadorian Government and a women's group (the MMO) on the economic issue known as "solidarity economy and finance". The MMO adopts the stance that the perspective of gender must be included in the new law of economy and social finance (with particular reference to the issue of the *cajas de ahorro* 'saving banks', composed mainly of women). In contrast, the Government believes that the *cajas* are merely spaces for the social consolidation of women's groups because they have failed to show any notable capacity to generate stable employment.

In this presentation, I will show the pragmatic-argumentative analysis (i.e. an eclectic discursive analysis) of the data obtained at the last MMO meeting I attended (December 2009), where they counter-defended their position, despite the Government's opposition and delegitimation of their economic proposals. Their counter-argument is constructed around the following premises: 1. The Government's current stance on this issue fails to respect the Ecuadorian constitution. 2. Although the *cajas* may have structural problems, the capitalist banks have experienced far more serious difficulties. 3. Women have had limited access to productive services because they have received little or no credit. 4. Traditional banks and cooperatives have given loans but have never determined the purpose of credits. What is advocated is a new economy capable of generating employment in the service of human life.

My final comments will indicate the extent to which the metadiscursive reflection of this social group – and social groups in general – could be the first step in a process capable of creating new strategies and arguments to better defend women's position before Government and citizenship.

Morales-López, E., Prego-Vázquez, G & Domínguez-Seco, L. 2005. Interviews between employees and customers during the process of restructuring a company. *Discourse and Society* 16(2), 225-268.

Morales-López, E. 2010. The discursive construction of a women's development approach based on solidarity economies and finances (in Ecuador). Under review.

## **Emi Morita,**

### ***The cluster effect of combining the interactional particles *yo* and *ne* in Japanese conversation*** (lecture)

Studies of interactional particles in Japanese conversation have advanced our understanding of the importance of explicit stance-marking in the negotiation of contingency in conversation. Discussions about the combining of the two most frequently occurring of these particles, *ne* and *yo*, however, often still revolve around the nature of the "information" that this compound-particles is thought to "mark." For example, Makino and Tsutsui (1986) state that "*yo-ne* is used when the speaker wishes to mitigate the force of his assertion by talking as if the information content of the sentence is also known to the hearer" (545). Other studies claim that *yo-ne* is used "when the speaker is unsure about the information" (Kinsui 1993, Hasunuma 1995), and most such studies commonly propose that *yo-ne* therefore also has the derivative function of "eliciting confirmation" (Izuhara 2003).

In this paper, I argue that it is not the marking of pre-existing "information" that is being deployed in such instances, but rather, that the intersubjective understanding of what information is and is not shared is only *established* in interaction by participants within the active negotiation of the unfolding interaction.

Taking a Conversation Analytic approach to the investigation of such interactional particles, I have shown that particles such as *ne* and *yo* are not so much markers of private cognitive states, expressing the speaker's assumptions about the "sharedness" or "accessibility of information" between oneself and one's interlocutor, but are instead resources for the explicit marking of negotiable contingency problems as they arise at a particular interactional juncture (Morita 2005).

Specifically, the particle *yo* is used to mark that the conversational action being deployed at that juncture needs to be explicitly acknowledged by the recipient, thereby expressing the speakers' stance of conversational reliance upon the recipient. When this particle is deployed, the strong sense of reliance predisposes acceptance by the recipient. However, such conversational moves are often themselves the direct products of prior interactional negotiations, and not acknowledging such contingency may in certain situations be problematic. *Ne*, as it explicitly expresses "alignment" as a relevant concern, can be deployed at such junctures in order to make the explicit negotiation of contingency an interactional achievement. In these cases, by combining these two particles, the component interactional functions of *ne* and *yo* are individually maintained as the particles are sequentially deployed as an ordered cluster (rather than as a compound particle).

Using naturalistic conversational data, I will therefore demonstrate in this talk how conversationalists in interaction negotiate such issues of embedded alignment and contingency through the deployment of the interactional particle cluster *yo-ne*.

## Gerrard Mugford,

### *Creating pragmatic resources in foreign-language phatic communion*(lecture)

Foreign-language (FL) users are expected to respect and conform to target-language (TL) pragmalinguistic and sociopragmatic practices especially when engaging in phatic communion/small talk. Given that the FL learners' *habitus* (Bourdieu 1972) often lacks the necessary TL sociopragmatic experiences or knowledge, language users may consequently adhere unreflectively to declarative pragmatic patterns rather than engage in 'linguaging' practices: reactive and supportive interaction that is 'personal, open, free, dynamic, creative and constantly changing' (Shohamy 2006: xvi).

I claim that FL users attempt to make up for this sociopragmatic shortfall in the case of phatic communion by employing a wide range of pragmatic resources innovatively transposed from the TL, their own first language or even created by themselves. This position contrasts with current teaching practices which present TL phatic communion as stable, predictable and unimportant rather than interaction which can be 'supporting, probing, and understanding' (Farr 2005: 214).

By arguing that FL phatic talk reflects local and often dynamic language practices, I build on the work of Pennycook (2010) and examine how Mexican users of English as a Foreign Language (EFL) create, stage-manage and play with pragmatic resources in order to engage in target-language small talk in the way that they want.

Studying the specific case of Mexican university students who need English to graduate, I argue that EFL users' pragmatic activity reflects the language of a *somebody* rather than of an *anybody* (Aston 1988). Furthermore, I maintain that, far from being the exception, creative pragmatic use is the norm in phatic language use and can be described in terms of language play (Cook 2000), 'repetition, mimicry or recontextualization' (Pennycook 2010: 40), self-disclosure (Aston 1988), transnational competence (Vertovec 2009) and creating a third place (Holliday 2005; Kramsch 1993).

Findings indicate that foreign-language phatic competence goes well beyond Hymes' (1971) communicative competence, which reflects all too often conformity and compliance (Leung 2005), and involves imaginative and often unpredictable pragmatic language use.

Aston G. (1988). *Learning Comity: An approach to the description and pedagogy of interaction speech*, Bologna: Cooperativa Libreria Universitaria Editrice Bologna.

Bourdieu P. (1972). *Outline of a Theory of Practice*, Cambridge: CUP.

Cook G. (2000). *Language Play, Language Learning*, Oxford: OUP.

Farr F. (2005). 'Relational strategies in the discourse of professional performance review in an Irish academic environment: The case of language teacher education', Barron A. & K. P. Schneider (eds.), *The pragmatics of Irish English*, Berlin: Mouton de Gruyter, pp 203 - 233.

Holliday A. (2005). *The Struggle to Teach English as an International Language*, Oxford: OUP.

Hymes D. H. (1971), 'On Communicative Competence' in Pride J. B. & J. Holmes (1972), *Sociolinguistics*, Harmondsworth, UK: Penguin, pp. 269 - 293.

Kramsch C. (1993). *Context and Culture in Language Teaching*, Oxford: OUP.

Leung C. (2005), 'Convivial communication: recontextualizing communicative competence', *International Journal of Applied Linguistics*, Vol. 15, No. 2, 2005, pp. 119 - 143.

Pennycook A. (2010). *Language as Local Practice*, London: Routledge.

Shohamy E. (2006). *Language Policy: hidden agendas and new approaches*, Abingdon, Oxon: Routledge.

Vertovec S. (2009). *Transnationalism*, London: Routledge.

## Annette Myre Jørgensen,

### *Vocatives or discourse markers?*(lecture)

The Spanish oral language can be characterised by having a certain number of vocatives (Briz 2003, Bañón 1993, Stenström & Jørgensen 2008), like, for instance: *hombre, tío/a, chica/o, tronco/a, etc.* This is especially notorious in teenage language (Stenström & Jørgensen 2008a, b, Jørgensen 2008), where Spanish has more vocatives than English.

1. Ana: ah claro así me hago famosa, **tía** y canto y todo (COLAm15:1)
2. Marta: **tía**, pues en serio lo de lo de no llevar sujetador es mazo de cómodo, **tía** (COLAm05:1)
3. Luz: **tía**, no no lo escucha to todo el mundo que rebobine y lo oiga, **tía** (COLAm20:2)

An interesting aspect of the use of vocatives is that they may have different functions, according to their position in the utterance (Leech 1999). A question that has not been addressed so far, is whether the Spanish vocatives does acquire discourse marker functions. My hypothesis is that they do. By analysing the COLA-corpus ( [www.colam.org](http://www.colam.org) ), and the different uses of the vocatives *tía/o, tronca/o, chaval*, etc. I would like to have a closer look at the vocative's functions as vocatives and/or discourse markers in Madrid teenage language and see if my hypothesis is confirmed.

Bañón , Antonio Miguel, 1993: *El vocativo: propuestas para su análisis lingüístico*

Briz, Antonio, 2003: "La interacción entre jóvenes. Español coloquial, argot y lenguajjuvenil". *Lexicografía y Lexicología en Europa y América*, Madrid: Gredos. 141-154.

Jørgensen, Annette Myre, 2008: "Los marcadores "tío" y "tía" en el lenguaje juvenil de Madrid". *Actas del XXXVIII Congreso de la SEL*. 387-389

Leech, Geoffrey, 1999: "The distribution and function of vocatives in American and British English". In Hilde Hasselgard & Signe Oksefjell: *Out of Corpora: Studies in Honour of Stig Johansson*. Amsterdam – Atlanta, GA: Rodopi. 107-118

Stenström, Anna-Brita & Jørgensen, Annette Myre, 2008: "A matter of politeness? A contrastive study of phatic talk in teenage conversation". *Special Issue of Pragmatics* 18: 4, 635-657

Stenström, Anna-Brita & Jørgensen, Annette Myre, 2008: "La función fática de los vocativos en la conversación juvenil de Madrid y Londres". *Actas del III Congreso EDICE*.355-365

### **Ayako Namba,**

#### ***Listenership in Japanese Conversational Interaction: Functions of Laughter***(lecture)

The majority of studies concerning conversational interaction have focused on the role of speaker rather than on the role of listener. Notable work on listener's active role in conversation includes research done by Goffman (1981) and Gardner (2001). Laughter research has shifted from an early interest in the causes of laughter to how it is organised and how it functions in conversational interaction. Despite many studies on listenership and laughter as distinct areas of research, there have been relatively few studies of how laughter contributes to listenership behaviour. In order to fill this research gap, this study thus aims to explore the functions of laughter in listening behaviour of participants in Japanese conversational interaction. The study shows how listenership expressed through laughter plays a role in negotiating, creating, and maintaining the relationship between the self and the other in mutual interactions.

I used 135 minutes of a videotaped corpus including conversations held by 23 couples of Japanese women. The data was collected at the Japan Women's University in Tokyo in 2004. Two types of dyads were used: two university students who were friends (12 dyads) and a teacher and university student who had never previously met (11 dyads). The participants spoke for 5 to 15 minutes about surprises in their daily life.

My analysis reveals that listener laughter contributed to the accomplishment of the joint action through the functions of appreciating, constituting and coordinating. There were two patterns of listener laughter that were motivated by invitations of laughter by speaker: immediate or delayed acceptance, and declination. Acceptance involved the functions of appreciating or constituting, with listener laughter functioning to support the participants' mutual understandings and the bonding process. Declination could be seen to signal lack of support by listener to speaker. When a non-humorous situation occurred, three possible patterns of laughter were noticed: speaker laughter with listener laughter, solitary laughter by listener and solitary laughter by speaker. In the former two situations, listener laughter was found to reveal the third contribution by listener: the coordinating function. In this function, listener expressed sympathy/understanding, humorous treatment, mitigation, and/or evasion, thereby helping to resolve a possible or an ongoing interactional problem. All of the findings suggest that laughter contributed to listenership, both through supporting in-group bonding and through helping to resolve problematic situations.

### **Anabella-Gloria Niculescu-Gorpin**

#### ***Romanian news reporting: Informative or persuasive/manipulative?*** (lecture)

The romantic vision of journalism is that of a crusading reporter who, much to the consternation of a cantankerous but benevolent editor, takes on one of the more villainous politicians in the city, and after some hard work and a bit of luck, catches the politician 'red-handed', helps to send him to jail and better the lives of the downtrodden and helpless" (Soloski 1989:207). This image has prevailed in post-communist Romanian television with several reporters turning into 'prototypical' exponents of what true journalism should be.

Undoubtedly, in Romania the trend has been to imitate famous news channels such as CNN or BBC World, which led to the establishment of several (or one may say, too many) Romanian news channels, all professing one purpose for their work: keeping citizens informed.

This has proved to be more of a theoretical objective in their case, as indicated by practice. Considering the above, the aim of this presentation is to analyze the extent to which Romanian news reporting is informative or persuasive/manipulative. The theoretical framework I have worked in is based on relevance theory, and brings in elements of recent socio-psychological research on persuasion (Niculescu-Gorpin 2007, 2008, 2009, Sperber et al. 2010, Zimbardo & Leippe 1991.). This study also discusses the difference between persuasion and manipulation, using intention as a key-factor in establishing that distinction (Niculescu-Gorpin 2010, in press). The corpus is made up of Romanian, British and American TV news allowing a contrastive investigation of this phenomenon.

The analysis proper discusses several aspects of news reporting that range from purely formal ones (mainly structural features such as length or the way in which news items are ordered) to linguistic aspects that may have an influence on message relevance (especially those that may affect the processing effort, such as message

complexity, frequency and recency of use), keeping in mind that cultural differences do exist and influence each aspect of communication.

Thus, the whole analysis focuses on elements that can turn an informative message into a powerful persuasive/manipulative weapon. It tries to emphasize that cultural specificity can shape news reporting, but should not be used as an excuse to transform news into an insidious means for modifying people's attitudes, beliefs and behaviour. News reporting should inform, not perform!

Niculescu-Gorpin, Anabella-Gloria. 2007. *Relevance and the Perlocutionary Effect - The Case of the 2004 US and Romanian Presidential Debates*. Thesis, University of Manchester.

2008. Ad Hoc Concepts and Argumentation in Political Debates. 2008. *L'Analisi Linguistica e letteraria XVI*, special issue *Word meaning in argumentative dialogue*, vol. II, p. 777-787.

2009. Influența Câtorva Elemente Retorice în Înțelegerea și Acceptarea Discursului Politic (The Influence of Some Rhetorical Elements in Understanding and Accepting Political Discourse) in *The Second International Linguistic Symposium, Bucharest, 28/29 November 2008, Bucharest*: University of Bucharest Publishing House, p. 575-584.

2010 in press. Anglicismele Între Diletantism Și Manipulare (English Borrowings In The Language Of Advertising: Dilettantism Or Manipulation? (in press 2010 at the University of Bucharest Publishing House).

Soloski, John. 1989. News reporting and Professionalism. Some constrains on the reporting of the News. *Media, Culture and Society*, vol. II 207-228.

Sperber, D, Clément, F., Heintz, C., Mascaro, O., Mercier, H., Origg, G., Wilson, D. 2010. Epistemic vigilance. *Mind & Language* 25: 359-93.

Zimbardo, P. G. & Leippe, M. R. (1991). *The Psychology of attitude change and social influence*. Philadelphia: Temple University Press.

### **Jarkko Niemi,**

#### ***Comparing the particle joo ('yeah') and a full clause as concession in the Cardinal Concessive pattern in Finnish***(lecture)

In their 2000 article, Couper-Kuhlen and Thompson schematize a recurrent sequence for conceding a point made by an interlocutor. The three-part schema they call the Cardinal Concessive consists of (i) the first speaker making some point, (ii) the second speaker acknowledging or conceding the validity of the point and then (iii) presenting a potentially contrasting point. The constituent parts of the schema are lexico-syntactically open, i.e. they may be realized by linguistic units from words to clauses. Couper-Kuhlen and Thompson (2000) note that the shape of Cardinal Concessive is thus reducible and expendable according to local contingencies in the interaction. However, they pay little attention to the formation of the second move in the Cardinal Concessive, the conceding turn, and the effects it has on the sequence.

My paper will compare two kinds of displays of agreement followed by a contrasting move in Finnish: a minimal acknowledgement with the particle *joo* (roughly 'yeah' in English; see Sorjonen 2001 for Finnish *joo*) and a full clausal concession with a clause containing the modal verb *voida* ('may' or 'can'). I show that the characteristics and the functional implications of the conceding sequence are very different depending on how the display of agreement is made. As Couper-Kuhlen and Thompson (2000) point out, concessions can be used as a strategy for striving towards alignment or as a way to express disalignment between the interlocutors. I make the claim more specific by showing that when a concession is made by a clause containing a modal verb, the speaker is often striving towards alignment by presenting as possible both the opinion of the other speaker as well as his or her own opinion. When the concession is made by the response particle *joo*, the speaker is likely to argue for his or her own understanding and imply that the point made by the other is understandable but misconceived or inconsequential. This is caused by the fact that the clausal concessive can be used to indicate partial agreement by accepting some sense or aspect of the claim while rejecting the other. The particle *joo* is a "full" acknowledgement and cannot be used this way.

The theoretical framework for the paper is interactional linguistics and the data for the presentation consists of everyday telephone conversations.

Couper-Kuhlen, Elizabeth and Sandra A. Thompson 2000: Concessive patterns in Conversation. In E. Couper-Kuhlen and B. Kortmann (Eds.), *Cause – Condition – Concession – Contrast*. Topics in English Linguistics 33 (pp. 381-410). Berlin-New York: Mouton de Gruyter.

Sorjonen, Marja-Leena 2001: *Responding in Conversation. A study of response particles in Finnish*. Amsterdam/Philadelphia: JohnBenjamins.

### **Yukiko Nishimura,**

#### ***Textual misconversions in Japanese digital writing as a source of humour***(poster)

This study discusses textual misconversion phenomena as a source of humour in Japanese computer-mediated writing. It employs the Semantic Script Theory of Humor (Raskin 1985), and shows its applicability to puns resulting from textual misconversions in languages that have not been heavily investigated within this theoretical framework (Attardo 1994: 209).

These puns are produced using the word-processing technology available on any Japanese computer. The word-processing software converts Romanized input to appropriate orthographic representations consisting of syllabic *hiragana* and *katakana* and ideographic *kanji*. The software sometimes produces an output that is semantically incongruent with the intended output, due to a large number of homonyms and multiple possibilities for morpheme boundary identification. For example, when one enters “ *minikitekuretearigatou* ” to mean “thanks for coming (to see the game)” in an email message to show appreciation for the recipient’s presence, the computer software might instead produce an output meaning “thanks for wearing a mini skirt,” which can be unexpected, humorous or subversive depending on the content of perception.

The dataset analysed here comes from entries to the Humorous Misconversion Contest held by the Japan Kanji Aptitude Testing Foundation for the past four years. These puns are essentially the result of word conversion software’s shortcomings in the sense that the word-processing technology has not provided the right output for what the writer intends. Or the phenomenon can be viewed as (intentional or unintentional) errors of text writers who have not corrected the output before making it available to others. It is of interest that some misconversions are considered funnier than others, as some attract more votes than others in the Humorous Misconversion Contest.

This study finds that the three major types of script oppositions, which are real/unreal, normal/abnormal and possible/impossible, while maintaining script overlap, can explain why these misconversions are funny. In order to account for why some are funnier than others, the study argues that the nature and “distance” (Raskin 1985: 113) of semantic incongruity between two scripts seems to be key factors for causing different interpretations, though this particular aspect of misconversion evaluation requires further empirical investigation. Since there are potentially an infinite number of misconversions, analyses of misconverted output as the focus of research can provide a wealth of data for clarifying what does and does not constitute verbal humour in Japanese.

As yet, very few academic studies have discussed humour among Japanese writers in their digital communication. Since much of humour studies has been conducted in Western academic traditions, the insights gained from this work are expected to enrich and broaden our understanding of humour, and will also fill a research gap in two intersecting fields of computer-mediated communication and humour research in Japanese.

Attardo, Salvatore. 1994. *Linguistic theories of humor*. Berlin and New York: Mouton de Gruyter.

Raskin, Victor. 1985. *Semantic mechanisms of humor*. Dordrecht and Boston: D. Re

## Yuji Nishiyama, Kyohei Kajiura

### *Ambiguity, Explicature and "Sloppy Readings"* (lecture)

Falkum (2007) suggests that sentences like (1) are not ambiguous, although the evaluative adjective such as *good* in (1) has several interpretations.

(1) This chair is good.

She identifies the different concepts communicated by *good* as ad hoc concepts like GOOD\*, conveying ‘good for sitting’, or GOOD\*\*, conveying ‘good for barricading the room’, etc. We argue that this way of treating *good* is inadequate to account for a certain reading in (2).

(2) This chair is good, and so is this bed.

Nishiyama and Kajiura (2010) criticized the ‘*do so* test’ proposed to distinguish ambiguity from vagueness (Lakoff 1970, Zwicky & Sadock 1975) in that it neglects the role of context in utterance interpretation processes. This test is based on the crucial assumption that the *do so* expression requires identity of linguistic meaning between the verb phrases of the first and the second sentence. We argued that this assumption is wrong and so the test doesn’t work. We proposed instead the Explicature Identity Condition (EIC), according to which the *do so* expression requires not identity of linguistic meaning but identity of explicature.

The EIC allows the following kind of reading of (2): The chair is GOOD\*, conveying ‘good for barricading the room’, and the bed is GOOD\*, conveying ‘good for barricading the room’, whereas it doesn’t allow the following kind of reading: The chair is GOOD\*, conveying ‘good for barricading the room’, and the bed is GOOD\*\*, conveying ‘good for doing exercise on’. However, (2) has another reading, that is, “The chair is good for sitting, and the bed is good for sleeping”, which we call a ‘sloppy reading’ of (2). We propose that (1) is actually ambiguous; it has two logical forms as in (3a) and (3b).

(3) a. [This chair is good for x]

b. [This chair [use: sitting on it]<sub>i</sub> is good for x<sub>i</sub>]

(3a) contains a free variable that needs to be saturated to become a truth evaluable proposition. It should be noted that in our approach saturation rather than ad hoc concept construction is responsible for the various interpretations of (1) which are based on (3a). (3b) corresponds to the reading according to which the chair is good for its proper use, i.e. for sitting. In (3b), the variable x is not a free variable but a bound variable; the criterion for goodness is supplied not from context but from the linguistic meaning of ‘chair’. The sloppy reading of (2) should be regarded as an explicature on the basis of the following logical form:

(4) [The chair [use: sitting on it]<sub>i</sub> is good for x<sub>i</sub>, and the bed [use: sleeping on it]<sub>j</sub> is good for x<sub>j</sub>]

In (4), both the first and the second sentence contain a bound variable. Therefore, our approach can adequately account for the sloppy reading of (2) without violating the EIC. Falkum’s approach, which thoroughly relies on

ad hoc concept construction and doesn't admit the ambiguity of (1), fails to account for this sloppy reading.

**Riikka Nissi,**

***Towards a sacred reading: Disagreement and textual interpretation in Bible study sessions***(poster)

Language is decidedly important part of religion. It enables the enculturation into the religious community, and the analysis of religious language use can deepen the insight of how religious communities work. Using conversation analysis as a method, this paper investigates how members of a religious community construct meaning to the Bible text as a part of an ongoing conversation and how text interpretations are thus negotiated in interaction, stage by stage, turn by turn. The data consists of audio and videotaped conversations of three Evangelical-Lutheran Student Mission groups. All of them arrange a weekly Bible study session, where 3-13 people gather together to read the Bible and discuss the text they have jointly read. Sessions are advertised as meetings open to everybody and typically only some of the participants are regular group-goers, whereas others visit the meeting infrequently. The study sessions are not lead by any normatively treated participant, but interactants have equal opportunities for participation in talk and text interpretation.

Disagreement is a focal action in Bible study sessions: it is used to bring new perspectives into the conversation and to ensure that participants will achieve a profound understanding of the Bible text under discussion. When observing the diverse disagreeing turns more closely, one can see that many of them are related to sacred and profane dimensions of the text. Quite interestingly, the Bible text is not interpreted automatically within a religious frame in Bible study sessions. Instead, participants can also construct distinctively mundane explanations when for example trying to capture the motives and inner life of the persons described in the Bible text. However, it is often these everyday explanations that are challenged in the use of disagreement – in order to find the sacred meaning of the text participants must be able to construct cause and affect relations that are not naturally recognizable from their own life-world (see also Jefferson 2004). It is of especial interest that disagreeing turns are often produced by the very same participants, and in the light of this they can be seen as a delicate way to socialize other group members into religious reading and interpreting practices. Therefore, Bible studying can be approached from a viewpoint of sociocultural and situated learning theories (see, e.g. Lave & Wenger 1991), which see learning as a social process where learners gain increasingly deepening participation within the practices of their community and culture. By analyzing the features of this kind of communal and collaborative study session, this paper will bring a new understanding of the interactional organization of the ideological self-study and support group.

Jefferson, G. 2004: At first I thought. In G.H. Lerner (ed.) *Conversation Analysis: Studies from the first generation*. Amsterdam: John Benjamins, 131-167.

Lave, J. & Wenger, E. 1991: *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

**Eun-ju Noh, Sungryong Koh, & Si On Yoon**

***Processing Metalinguistic Negation: An Eye-Tracking Study***(lecture)

Metalinguistic negation (or MN) has been analyzed as a marked negation. In some accounts, it is considered to be non-truth-functional (e.g. Horn 1985; Burton-Roberts 1989), and in others, it is claimed to be truth-functional, the only difference from descriptive negation (or DN) being the nature of the target of the negation (e.g. Carston 1998; Carston and Noh 1996; Noh 2000: chapter 3).

However, as far as we understand, there has been no experimental study to confirm that MN is marked. This paper investigates the comparative processing difficulty between the two types of negation, using an eye-tracking method. In Experiment 1, we designed it to see whether MN is marked (i.e. interpreted on a second pass). We used test sentences as in (1), which have different negative sentences and the same clarification clauses:

- (1) a. She didn't lose money; she made a fortune.  
b. She didn't make money; she made a fortune.

In (a), the negation is a DN and it is an MN in (b). We examined the go-past times (all the time from the first fixation in a target region until fixating to the right of the target region) of the second clauses. The result showed significant difference, despite the same forms, which means that readers reanalyze negation as an MN when they process the second clause.

In Experiment 2, we put the clarification clause (the second clause in (1)) before the negative clause, as in (2), so that the readers had the context on which they interpreted the negative clause. The result showed the different processing times of DN and MN.

- (2) a. She made a fortune; she didn't lose money.  
b. She made a fortune; she didn't make money.

Finally, we also divided MNs into 4 subtypes in terms of the nature of the target: form (linguistic expressions), conversational implicatures, presuppositions, and conventional implicatures, and compared their differences in processing times from their DN counterparts (excluding the case of conventional implicatures). This result gives

us many implications which we are going to discuss in the presentation.

Burton-Roberts, Noël. 1989. "On Horn's Dilemma: Presupposition and Negation," *Journal of Linguistics* 25, 95-125.

Horn, Laurence. 1985. "Metalinguistic Negation and Pragmatic Ambiguity," *Language* 61, 121-174.

Carston, Robyn. 1998. "Negation, Presupposition and the Semantics/Pragmatics Distinction," *Journal of Linguistics* 34, 309-350.

Carston, Robyn and Eun-Ju Noh. 1996. "A Truth-Functional Account of Metalinguistic Negation, with Evidence from Korean," *Language Sciences* 18, 485-504.

Noh, Eun-Ju. 2000. *Metarepresentation: A Relevance-theory Approach*. Amsterdam: John Benjamins.

### **Astrid Nome,**

#### ***Donc and its Norwegian counterparts: A relevance-theoretic analysis***(lecture)

In this paper I will analyse the French connective *donc* within a relevance-theoretic framework. I will start by comparing it with its most frequent Norwegian equivalents, *altså*, *så* and *derfor*, as described in Nome and Hobæk Haff (forthcoming). The relevance-theoretic notion of "mutual manifestness" (Sperber and Wilson 1986, Mosegaard Hansen 1997) seems to cover all the occurrences of *donc* in the corpus, whereas it is not valid for *altå* and *så* as discourse markers. I will discuss the procedural and non-truth-conditional aspects of these markers, and I will also use my material to shed some light upon the position of connectives on the semantics-pragmatics interface (see Blakemore 2002, Bezuidenhout 2004).

A large number of the occurrences of *donc* in the corpus have no Norwegian translation in the target text. This reflects that connectives are not always essential to the hearer's interpretation, i.e. the hearer is able to make out the correct implications by himself without a significant increase of the processing effort. In a large number of the examples *donc* has simply been omitted in the Norwegian translation, and vice versa for French translations of the Norwegian counterparts. This finding corresponds with the results in Nome 2010, which deals with Norwegian translations of the French temporal and causal adverb *alors*. The difficulties in translating these terms will be thoroughly discussed in my presentation.

Bezuidenhout, A. 2004. Procedural Meaning and the Semantics/Pragmatics Interface, in C. Bianchi (ed.) *The Semantics/Pragmatics Distinction*, CSLI Publications. 101-131.

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### **Yuko Nomura,**

#### ***Quotations and assessments in Japanese and English conversations***: (lecture)

On the very basic question on why we communicate with each other, the following two ideas seem to be important. Firstly, when we communicate, we wish to convey not only objective facts but also our feelings, namely, the way we feel about things (Suzuki 2006). Secondly, communicating with each other is to go forward to reach mutual understanding (Daibo 2003). Considering these ideas, we can assume that people basically try to understand not only objective matters but also emotional matters with each other. In fact, when we look at conversation, we often find that the participants are trying to know with each other. However, we also realize that way to communicate the emotions performed by the participants look different from language to language. That is, although the participants engage in the same activity, namely conversation, their approach to mutual understanding of emotion appears to be different. Here the following question arises: How do they express emotions and understand them in interactions? In order to explore these questions, this study conducts the following analysis.

The data consists of four English and four Japanese conversations between two female native speakers of each language. They are exchange students, aged 21 to 23, or college students, aged 20 to 22. They were asked to talk freely for about five minutes about the most surprising thing that had ever happened to them. The total duration of the conversations was 21'1 minutes for the English conversations and 20'58 minutes for the Japanese conversations.

The data was analyzed using the following three procedures. First, all the expressions that show how and what they feel (Cf. "Assessment" in Strauss and Kawanishi 1996) are selected and its frequency is counted. Secondly, the target expressions are examined closely, especially the forms of the expressions. Thirdly, by looking at not only the expressions themselves but also at what precedes and comes after the expressions, for example how a hearer reacts to an expression, we may have a clearer understanding as to how a target expression affects the conversation as a whole.

Through integrating the three procedures above, this study aims to reveal how emotions are understood with each other in English and Japanese conversations.

The first analysis shows that Japanese speakers more frequently express emotions than English speakers. The second analysis reveals that the participants use two types of expression to convey their emotions, that is, quotative expressions and attitudinal expressions. The third analysis demonstrates that by the use of quotative expressions, the two speakers accomplish feeling the same way, and that by the use of attitudinal expressions the topic-provider obtained acknowledgement or agreement from the recipient.

These findings suggest there are different tendencies of expressing and understanding emotions in English and Japanese conversation. The difference will be discussed from across-cultural perspectives, which will contribute to enrich the perspectives for the study of emotive communication.

### **Catrin Norrby, John Hajek**

#### ***Shopping for address: IKEA, H&M and you***(lecture)

Language policy statements and their implementation are not solely a concern of governments and official bodies. On the contrary, many large private companies boast formal or informal guidelines which regulate language use within the company as well as in customer service encounters and other external interactions. The endorsement of a particular linguistic behaviour is also a means of promoting a corporate identity and ideology, and by extension, a way of selling a certain lifestyle. In this paper, we explore what happens when such companies operate in other countries, where they can find themselves at odds with local language norms. We investigate how company policy decisions on language use impact on relationships among employees and, most importantly, with customers, in a globalised economy. In our presentation, we draw on examples from two large multinational companies of Swedish origin – the furniture retailer IKEA and the clothing company H&M which are present in more than 30 countries world-wide. Both companies are known for their promotion of informal linguistic behaviour in internal and external communication, particularly through informal address practices (e.g. *tu* instead of *vous* in French, *du* instead of *Sie* in German). They have, as a result, attracted considerable media attention for their Swedish-style address policy, sometimes referred to as *IKEA du* (Grol, Schoch & CPA, 1998), and have met with opposition from some employees and customers who resist or resent such a development.

First we give a brief overview of the Swedish address system and the cultural values it expresses, in order to provide background to the informal corporate address practices advocated by the two companies. We then consider official company policy, and in particular actual address behaviour as documented on company websites aimed at different speech communities. We show that, despite the companies' reputations for informal interaction, the actual situation is more complex, with some sensitivity shown to more formal practices in some countries/speech communities. Finally, we explore reactions and resistance to company policy by drawing on interview data from a large-scale project on contemporary address practices in some European speech communities (Clyne *et al.*, 2009), and comments on internet sites and in the print media.

Our results are interpreted through the multidimensional model of address developed within the address project mentioned above (Clyne *et al* 2009). The model is based on three scales, six principles of use and a number of contextual factors; it compares grammar and pragmatics of a language, general principles across languages and contextual factors that may or may not apply. The tripartite model is dynamic: the grammatical and pragmatic resources in a language (the scales) interact with the principles of use, which in turn are contextually sensitive. The results indicate that of the two companies we focus on here, IKEA has a stronger T identity than H&M as evidenced on the company websites. Nevertheless, the use of T is not consistent across cultures and in actual customer interaction the use of V is much more common than popular perception of company policy suggests.

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### **Elena Nuzzo, Phyllisienne Gauci**

#### ***Teaching pragmatics in L2 Italian: An empirical study on request modifiers***(lecture)

Studies examining the effectiveness of teaching L2 pragmatics have increased in the past few years, showing a growing interest in this area of interlanguage pragmatics. Results are very encouraging, and agree that pragmatics is teachable, and pragmatic instruction outpaces the mere exposition to the target language. Therefore, research in the teaching of pragmatics has now directed its attention to identifying experimentally the most effective way of teaching (Alcón & Martínez-Flor, 2008:14). The majority of experiments in this area compare the effects of different types of interventions along the implicit-explicit continuum.

In this paper we present the results of a classroom experiment aimed at comparing implicit and explicit instruction in the context of L2 Italian teaching. The targeted pragmatic features are the lexical and morpho-syntactic devices used to modify the illocutionary force of requests. The participants are (a) 50 Maltese native speakers studying Italian as a foreign language in high school in Malta, of the same age and language level randomly

distributed in three classes; and (b) the same teacher for all three groups. A standard procedure is followed for the experiment. First a pre-test is administered, consisting of a written discourse completion task and an oral role-play. Then, for six weeks the three classes receive different instructional treatments: in one class the targeted elements are directly dealt with through explicit teaching, in the second class through implicit teaching, while the third class receives no specific pragmatic teaching, as it is the norm in the school attended by the learners. Soon after the treatment the three groups are tested again with the same instruments used for the pre-test. Finally a delayed post-test is administered four months later.

As expected, the two groups that received the treatment outperform the Control group in the post-tests. However, the Implicit group performs better in both tasks, whereas the Explicit group shows significant improvement only in the written DCT. This suggests that explicit instruction might be effective in promoting the acquisition of declarative pragmatic knowledge but not the development of the procedural knowledge needed for online oral production. Our paper thus contributes to the debate on implicit vs. explicit pragmatic teaching with a crucial methodological issue, namely the role of the testing instruments. In fact, several experiments conducted on different L2s (e.g., Rose & Ng Kwai-Fun 2001; Takahashi 2001; Alcón 2005) prove that teaching pragmatic features explicitly is more effective than doing it implicitly, but – regrettably – they rely only on written DCT data.

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Takahashi S. (2001) The role of input enhancement in developing pragmatic competence. In Rose K.R. & Kasper G. (eds.), *Pragmatics in Language Teaching*. Cambridge: CUP, 171-199.

## **Thanh Nyan,**

### ***Modal particles and discourse markers: A sub-personal view*** (lecture)

If one takes the view that language is grounded in our neurobiology and shares processing subsystems with other forms of cognition, then, a possible way of thinking of language functions is in relation to the sub-personal level, that is, to mediating processing events, which are known to be widely distributed and to occur simultaneously.

One such function – associated with ‘syntactic and morphological tricks used by languages to mark their logical and symbolic structures’ – would be to distribute different segments to their appropriate processors (Deacon 1997:293).

Another would be to provide a more direct access to various types of processing context, as would be the case for modal particles and discourse markers (henceforth MPs and DMs).

As it stands, the idea that MPs and DMs fulfil this function is widely shared among those who define them in terms of ‘instructions’. However, as personal level equivalents of constraints governing the interaction between surface and underlying elements, those instructions do not tell us much about how the function in question is to be construed in sub-personal terms.

Assuming such an issue to be amenable to an answer in adaptive terms, this paper is concerned with how one goes about addressing it. The first part is devoted to showing how a given set of instructions associated with MPs and DMs map onto relevant aspects of certain underlying processes (The instructions to be used for that purpose are available from studies of contemporary French arising from argumentation theory). The second part sets out arguments in support of the functional view to emerge from this mapping. This entails bringing to bear the existence of mediating processes and discussing how an adaptive account handles the functional overlap presented by MPs and DMs (Fischer 2006).

Key assumptions underpinning this paper include:

- i) The emergence of language is linked to that of higher-order consciousness, as the ability to have an internal representation that brings past and present together, thereby providing a basis for action selection (Edelman 1989).
- ii) Language, as a latecomer in the evolutionary process, is in a position to co-opt pre-existing solutions to deal with its own problems.
- iii) Action selection is mediated by a decision-making process that is body based and relies on somatic states (i.e., positive and negative feelings that become juxtaposed on the outcomes of actions being considered)
- iv) The interpretive process involves decision making, but of a kind that is amenable to manipulation on the part of others.
- v) All processing systems are subject to the requirement of efficiency, and this results in the creation of shortcuts.

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## **Yasuko Obana,**

### ***Japanese Politeness in Role Theory - A new perspective* -(lecture)**

The present paper views linguistics politeness from a different perspective to see how Japanese politeness can be analysed with it. Role Theory, a prevalent theory in social psychology, identifies one's social self (or selves) and aims to understand determinants of complex human behaviour in varied social situations. Politeness constitutes a part of such behaviour, showing that the choice of politeness strategies proves how the speaker identifies his/her social self in a given context. In other words, politeness is the linguistic evidence of one's social self identification.

As Roccas and Brewer (2002) assert, individuals participate in multiple social activities such as work, social gathering, club, friendship and family, to each of which they present a corresponding social identity. In other words, individuals as social beings possess multiple social selves, and each self is created through interactions with others. It is continually constructed, modified and moulded in accordance with activities individuals join, which often determines how individuals behave in a given context. This includes changing emotional states at a given time, which creates different roles, constantly changing strategies.

I have examined Japanese politeness with the concept of *tachiba* (standpoint, role, given task), which explains why in Japanese direct or almost imposing strategies are accepted while even benefit-request (e.g. inviting someone for dinner) should take tentative and indirect strategies (Obana 2009, 2010). Such phenomena cannot be explained by Brown & Levinson's (1987) 'face' theory because it is more concerned with the content of a statement to see how much burden one's act imposes on the hearer.

Their theory is also quite normative and static in that a potential threat determines a certain strategy. However, politeness strategies are more dynamic, fluctuating and almost erratic, depending on roles the interlocutors play in different situations, times and even emotional states. Just because burden-request is considered a potential threat, it does not mean that the speaker takes an indirect approach. When the speaker is entitled to make certain requests because of his/her role in a given context (e.g. chairperson's announcement), such requests are most likely made in a direct manner, using (polite) imperative forms. On the other hand, when inviting someone for dinner, the speaker does not carry any mutually recognised 'role', therefore, must approach the other in an indirect way. Another example is that the speaker's emotional role-taking creates a temporarily formal situation which triggers the sudden occurrence of honorifics between the classmates at school.

*Tachiba* is equivalent to 'roles' in Role Theory which includes social norms as well as temporary given-tasks and emotional role-taking. In this paper, I will provide classifications of roles and analyse Japanese politeness strategies with them, which the 'face' theory cannot explain; for example, burden-requests and imposing advice in direct manners and beneficial-offers and invitations in indirect manners, all of which the 'face' theory cannot explain with threat principles.

## **Nawaf Obiedat,**

### ***The Status of The Conversational Maxims of Cooperation in the Jordanian Newspapers' Socio-Political Interviews*(lecture)**

This paper investigates and examines the status of Grice's (1975) conversational maxims of cooperation in socio-politically oriented newspapers' interviews in the Jordanian-Arab society, and considers their status therein. It also discusses and explores the fundamental norms and conventions that shape conduct in this type of interviews, as well as the particular recurrent practices through which journalists balance competing professional norms that encourage both objective and an adversarial treatment of public figures (in our case, two former Jordanian Prime Ministers [PM's]). This paper also explores how, in the face of aggressive questioning, the PM's struggle to stay "on message", so to speak, and pursue their own agenda.

Through a pragma-linguistic analysis of these interviews, this study has revealed that the reasons lying behind the MPs' flouting of Grice's (op.cit.) conversational maxims, and, consequently, the conversational implicatures that follow from such flouting are the products of one of the following reasons:

1. Absolute Loyalty,
2. Lack of Democracy for the Freedom for Self-Expression,

The paper has also revealed that Grice's principle of conversation and its accompanying maxims do have a cross-cultural validity when tested against a language like Arabic. In fact, when looked at these conversational maxims from an Arab-Islamic moral as well as socio-political perspectives, whether those spelled out by Grice (1975& elsewhere) or by Arab-Islamic scholars, we find that they are, almost, one and the same, and constitute the corner stone of the Arab society's moral, socio-cultural, as well as religious values. Thus, it makes a lot of difference to the Arab audience and readership if Arab public figures do 'observe' these conversational maxims when being interviewed.

**Aisling O'Boyle,**

***8 out of 10 questions...: Asking and answering questions in university classroom talk.*** (lecture)

Question and answer sequences are a long-standing feature of pedagogic discourse (e.g. Sinclair and Coulthard, 1975; Smith et al, 2004). Used to exert control over content and participation and to position speakers and listeners in relation to knowledge, questions play a significant role in contexts whose goal is the development of knowledge. Moreover, questions are associated with effectiveness, attainment, and approaches to dialogic inquiry (Brown and Wragg, 1993; Wells, 1999). This paper presents the results of an investigation of questions in university talk, using a spoken corpus of academic discourse (UNITALK), created from recordings of small group teaching contexts from a range of subject disciplines. Quantitative analyses of the distribution of questions shows that questions are asked at a rate of 10 per 1000 words and despite the even distribution of turns between teachers and students in the corpus, teachers account for 8 out of 10 questions asked. Drawing on the discourse functions of questions and the relationships between the askers and answers suggested by Athanasiadou (1991), this paper further explores the functions of questions in terms of how they signal intersubjectivity and argues for the inclusion of self-directed questions in any examination of questions and their discourse functions. Although a relatively infrequently occurring feature, it is suggested that self-directed questions are examples of the speaker's perspectives on their own subjectivity. They signal a speaker's need to ground their utterances in their own perspectives (Tomasello, 2003) in much the same way as markers such as *I think*, or evaluative adjectives such as *interesting* or *brilliant* signal and ground the perspective of the speaker. These questions indicate the self-regulatory function of embedded utterances, and externalized private speech (Vygotsky, 1978; Lantolf and Thorne, 2006). That they are in the form of a question, it is argued, is indicative of the traces of the social evolution of language use.

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**Akin Odebunmi,**

***The Pragmatics of Changing Codes in Doctor-client Interactions in Nigerian Hospitals*** (lecture)

Existing studies on doctor-client interactions in Nigeria have focused on diagnostic encounters and asymmetrical relations in the hospital. None of these studies has attended to the pragmatic dynamics of the linguistic codes selected in doctor-client encounters, which shift according to the design of the doctor or the client. In other words, the studies are yet to give attention to how and why different languages, largely English and Nigerian indigenous languages, together with their different varieties (which are deliberately selected because some participants in certain discourse situations do not understand them) are used by the doctor and, sometimes, by the client. It is therefore the interest of the present study to investigate the motivation for the choice of codes made in the interactions and the pragma-ideological functions associated with such choices. Data, collected through interviews with 150 doctors and 75 clients in 20 hospitals in Southwestern Nigeria, and audio and video recordings of doctor-client interactions in the hospitals, will be analysed with insights from Levinson's notion of activity type and Wodak's models of Critical Discourse Analysis. The analysis is expected to reveal the different codes and sub-codes used by doctors and clients, the contextual propellation of the use of such codes and the ideological motivations of the codes

**Jim O'Driscoll,**

***Discursive deictic centre: Where we (unwittingly?) stand on the hot issues of the day***(lecture)

It is well-known that one thing deixis can do is to position the speaker/writer socially and/or ideologically relative to the referent, that one aspect of positioning is relative distance and that this positioning involves the notion of deictic centre.

In the pragmatics literature, this notion is typically illustrated and explored at phrase level. This paper makes some use of work in cognitive stylistics (e.g. Stockwell 2002: 43-48; McIntyre 2006: 91-121) to develop the notion beyond this level. However, it does so in a radically different domain – that of public debate on public issues. It examines not only speakers' positionings encoded locally by deictic expressions but also the wider, 'background' positioning manifest at the level of (sequences of) proposition. That is, it explores how the speaker's position on a given topic for discussion can be illuminated by examining what participants and processes (in the Hallidayan sense) s/he does and does not (but might have) choose (chosen) to put before our ears and – even more so - what s/he does and does not (but might have) predicate(d) about them. It is this kind of positioning, which stands apart from explicitly professed views, which, it is suggested, can be labeled a discursive deictic centre.

The impetus for this notion comes from a recent article (O'Driscoll 2009) which employs textual intervention (see Pope 1995) to analyse British public discourse surrounding the Israeli / Palestinian conflict as exemplified in often heated extracts from debate which occurred on the BBC's Question Time programme during the Israeli attack on Gaza at the start of 2009. The paper shows (I believe) that the discursive deictic centre of all the speakers in this data is firmly Israeli. That is, regardless of explicit opinions of right and wrongs, of where the blame is laid and what should be done - crudely, of which 'side' a speaker professes to be on - it is to Israel (and not Palestine) that British contributors to the debate presume moral proximity. This paper, using further data from Question Time and the first ever televised British Prime Ministerial debate, attempts to apply the concept to other topical public issues to see how far it can usefully be developed.

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O'Driscoll, Jim (2009). A viable Israel and a secure Palestine: Textual intervention in a British public debate. In Stef Slembrouck, Miriam Taverniers & Mieke Van Herreweghe (eds.), *From will to well: Studies in Linguistics* offered to Anne-Marie Simon-Vandenberg. Gent: Academia Press, pp. 357-368

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**Mireia Ortega, Júlia Barón**

***Apologizing and requesting in English: A study on pragmatic transfer and age***(lecture)

The objective of the present study is two-fold: first, to examine whether there exists pragmatic transfer in an English as a foreign language (EFL) context; and second, to analyze if age may have an effect on pragmatic transferability. Pragmatic transfer has been one of the main concerns in cross-cultural pragmatics and interlanguage pragmatics since it can influence the pragmatic competence of the target language (Kasper, 1992; Kasper & Schmidt, 1996; Bou-Franch, 1998). Transferability of the pragmatic skills from the first (L1) to the second language (L2) may be successful if the speaker provides a correct speech act in the L2, but if such a form is non-target or inappropriate in the L2, L1 pragmatic transfer may lead to impolite sequences. The aim of examining the effects of age in the current study is to see whether generation change affects pragmatic transfer positively or negatively.

The participants of the study, Catalan/Spanish bilinguals with an intermediate level of English, were grouped according to their age. The first group is composed by 20 first-year university English students aged 18-20, and the second one consists of 20 professionals aged 30-40. Both groups carried out the same task, which consisted in writing an e-mail to their teacher asking for the possibility of changing the date of an exam they had missed. The task thus required an initial apology and a request. The participants had to carry out the task first in English, and a month later in their L1 (Catalan or Spanish). Apart from the EFL participants, a base-line of 20 native speakers (10 for each age group) has also been included. The analysis consisted in examining the apologies the participants produced for having missed the exam; more specifically, we analyzed how they justified themselves, as well as the politeness strategies used (e.g. pragmatic routines). In order to study their requesting behavior, the level of indirectness used was examined, as well as the possible mitigators to soften the request (e.g. use of internal and external modification).

As regards pragmatic transfer, the results seem to show that the foreign language speakers tend to transfer the directness of the request from their L1. When they carry out the task in English, the way the request is mitigated resembles the L1 request. Both groups of foreign language speakers tend to use mitigation by means of 'preparators' followed by the request. However, in the English native speakers' productions, there is a wider variety of external modification to mitigate the request. Regarding the effects of generation change in pragmatic transfer, the main difference can be found in the use of the initial apology. Foreign language speakers aged

between 30-40 do always apologize both in their L1 and L2. However, speakers aged between 18-20 barely apologize neither in their L1 nor in the L2. In contrast, the two age groups of English native speakers tend to apologize. Therefore, there doesn't seem to be an age effect in this group. The findings of the present study seem to suggest that generation change might start having an effect on pragmatic skills not only in the L2 but also in the L1 in the context of the current research.

**Priscilla Ortiz,**

***Discourse management by interpreters in bilingual healthcare encounters***(lecture)

As interpreters in healthcare settings mediate communication among patients and clinicians who do not speak the same language, they engage in translating what has been said and in coordinating the overall interaction among participants (Wadensjö 1998). Up to now, relatively few studies have undertaken systematic investigation of the role of paralinguistic features and embodied actions in interpreter-mediated talk. Given that interpreters are not mere conduits for the words of others, this study examines how interpreters draw on various communicative resources—verbal language, paralinguistic and nonverbal behaviors—to manage the flow of communication among interlocutors while they are fully participating in the ongoing discourse.

This paper reports on how Spanish/English dialogue interpreters in the U.S. use audible and visible contextualization cues (Gumperz 1982), such as facial expressions, hand gestures and body positions to manage the discourse they are interpreting during face-to-face healthcare encounters.

Fifteen role plays involving students in a healthcare interpreting class were video recorded while they performed as clinicians, interpreters, and patients. From this corpus, audible and visible cues which interpreters used to manage the discourse were examined closely. Instances in which interpreters performed pre-session briefings, requests for clarification, encouragement of interaction between interlocutors, turn-regulating behavior, and the handling of overlapping talk, were identified following Jacobson's (2009) sample analytic rubric for competence in discourse management.

Preliminary results from focal participants indicate that interpreters use physical, nonverbal behaviors such as head nods, eye gaze, gestures and postural shifts in combination with audible language and pauses to coordinate communication among interlocutors. In some instances, interpreters employ nonverbal behaviors alone, without the explicit use of speech, to coordinate interaction. Whether the behaviors are audible and visible or only visible, these discourse management actions both shape and are shaped by the interaction among all participants. Implications of this analysis will be discussed, including its value in creating models for more detailed, holistic descriptions of dialogue interpreting in practice, and for shaping the design of more theoretically-informed pedagogical approaches for interpreter education. The identification of a range of specialized discourse management strategies that are commonly used in actual interpreter practice, along with an assessment of their degree of effectiveness, judged empirically, could provide new insights for interpreter training and professionalization. Certainly, improvements in this training could produce a new cadre of interpreters whose work would enhance efforts to reduce the disparities in medical treatment and outcomes that are commonly found in the ever-increasing number of multicultural and multilingual communities throughout the U.S.

**Steve Oswald,**

***Is manipulative communication non-cooperative?***(lecture)

Over the past twenty years, developments of Grice's original construal of conversational cooperation (e.g. Chilton 1987, Attardo 1997a, 1997b, 1999, Gu 1993, 2003, Davies 2007, Lumsden 2008) have reached relative consensus in dichotomising the Cooperative Principle. According to these, conversational participants can roughly be taken to cooperate on two distinct levels, namely a linguistic and an extra-linguistic one. The advantage of such a distinction lies in its ability to account for some perlocutionary aspects of communication which bear a role in the derivation of meaning (cf. Attardo 1997b). Furthermore, they acknowledge the idea that extra-linguistic parameters, such as the recognition by the hearer of a conflict of interests between conversational participants may influence both the derivation of meaning and the degree of (non-)cooperation assumed in the exchange (cf. Lumsden 2008). In terms of non-cooperation, the cases these accounts handle are ones where non-cooperation is *overt* and ultimately meant to be communicated (e.g. irony, humour, etc.).

This paper, by contrast, examines whether *covert* non-cooperation (e.g., intuitively at least, manipulation) could be accounted for in a Gricean framework. To assess this, three observations have to be made as far as the nature of manipulation is concerned:

- i) The manipulative intention is not meant to be communicated (nor recognised). If it were, manipulation would most probably fail, so it is crucial that the hearer's processing of the utterance unfolds standardly, following assumptions of speaker cooperation.
- ii) The manipulative intention bears no role in the derivation of meaning; it would be paradoxical to assume that any implicature may be derived from an intention which is not meant to be recognised.
- iii) The nature of non-cooperation in manipulation, if there is such a thing, is therefore very different from the kind of Gricean non-cooperation involved in humour or irony. In fact, what makes an utterance manipulative may have nothing to do with the meaning encoded in the speaker's utterance.

Here is a simple example to illustrate the last point. Say I'm talking with people I've just met at a party and that the conversation is about vacuum cleaners. I tell my interlocutor, who plans to buy one soon, something like (1): (1) "I hear that model X is very good: my brother and one of my friends both got it, and they are very satisfied". This could be taken as a sincere, possibly useful, contribution on my behalf. Now, imagine that I hold stock options in, or work for, the company that sells model X, but that I do not disclose that information: the example takes a manipulative twist. However, there is hardly anything linguistic that makes my utterance manipulative, in that (1) could be used in both scenarios. What is more, the hearer's derivation of meaning will seemingly be the same in both cases.

The main claim of this paper is therefore that manipulation is not the type of covert non-cooperation a Gricean account would be able to host. This, I argue, is a direct consequence of the approach's focus on the recovery of 'meant-to-be-communicated' intentions. Instead, I will propose that a fruitful way to explain manipulation would be to focus on mechanisms by which speakers are able to constrain the interpretation of the manipulative utterance (cf. Maillat & Oswald, *forth.*), thus allowing us to do away with matters of cooperation, which were shown to be problematic.

**Takahiro Otsu,**

***Relevance-theoretic Account of Anaphoric Expressions: Metarepresentation and the Accessibility of Contextual Assumptions***(lecture)

This paper examines anaphoric processes through a relevance-theoretic framework. In this framework, anaphora resolution regarding pronouns and elliptical expressions undergoes a process of saturation: an instruction on referent identification by way of linguistic clues (i.e. pronouns and ellipses themselves). Besides, it is regarded as a specific type of saturation in the sense that the referent of anaphoric expressions is found in the representation of a representation the addressee accesses as the source of anaphora resolution. The proposal of the paper is that referent identification is based on non-linguistic 'metarepresentation' (cf. Wilson (2000); Noh (2000))—that is, the addressee's thought of a source representation such as someone's utterance or thought, or of a sensory representation—because it is a process of constructing contextual assumptions on the basis of an item of information in the preceding discourse or the immediate physical environment. Considering the interpretive guidance or instructions anaphoric expressions are responsible for, the meaning encoded by those expressions is definitely procedural. From a procedural viewpoint, anaphoric expressions encode a procedure instructing the addressee to access their referent within the metarepresentation in order to reach the intended interpretation of the utterance in which they occur.

We have every reason to think that an anaphoric expression is an indispensable communicative device to point the addressee economically towards its intended referent. Procedural expressions reduce the processing effort on the part of the addressee by limiting the range of hypotheses when checking the intended meaning. However, it is also a fact that the accessibility of a contextual assumption varies according to the types of anaphoric expressions. As the relevance-theoretic comprehension strategy (cf. Sperber and Wilson (1986/1995); Carton (2002)) predicts, a more accessible contextual assumption is one that requires less processing effort. With regard to this issue, this paper also examines that the differences in the accessibility of a metarepresentation as a contextual assumption and in the processing effort involved in accessing it stem from degrees of its resemblance to the source representation. Greater resemblance of the metarepresentation to a source representation means greater accessibility of the metarepresentation as a contextual assumption (as anaphoric processes of syntactic ellipses indicate). The more implicit resemblance between two representations, the less accessible a metarepresented assumption and the greater the effort involved in accessing it (as deep anaphoric expressions such as 'do it' anaphora indicate). If a metarepresented assumption the addressee accesses bears an implicit resemblance to the source representation via implications, however, he must expect to achieve some additional cognitive effects, being consistent with a presumption of relevance.

The significance of resemblance in the unitary view of anaphoric processes is not to be underestimated. The anaphoric processes activated by resemblance satisfy the presumption of relevance because it yields an adequate cognitive effect for the minimum possible processing effort.

**Yoko Otsuka,**

***Aizuchi in Conversations among Three Persons: Perspective from Rapport Building***(poster)

The purpose of this study is to examine how three Japanese males use *aizuchi* in four kinds of first-encounter conversations, and to analyze the relationship between the use of *aizuchi* and rapport building.

*Aizuchi* might be called back-channels in English. Since Japanese *aizuchi* is different from English back-channels in nature, the term, *aizuchi* is used in this study. *Aizuchi* is a representative phenomenon of a listener's response, and it is well known that Japanese native speakers very frequently use *aizuchi* in casual conversation. Following Horiguchi (1997), not only short, non-lexical utterances produced by a listener, but also formulaic expressions and repetition are included among *aizuchi* in this study.

The data used in this study are four kinds of three-person male conversations. In dyad conversation, taking a speaker's role by one participant automatically leads to the fact that another participant takes a listener's role.

According to Kumagai and Kitani (2010), however, in three-person conversation, a wide variety of interaction among the participants can be shown. When one participant takes a speaker's role, how do the other participants behave? Do two participants make a simultaneous response, or does only one participant act as a listener?

In one conversation, one participant naturally takes a listener's role and keeps using *aizuchi*. In another conversation, one participant never uses *aizuchi* and the other participants use *aizuchi* only sometimes. This study investigates how two participants other than the person taking the speaker's role behave in the first-encounter conversation, how often *aizuchi* is used, and how *aizuchi* leads to rapport building.

**Alina Pajtek,**

***Linguistic and cultural perspectives on affective stance vis-à-vis taste in Romanian and US media***(poster)

In this poster I present the findings of a cross-linguistic and cross-cultural study of *affective stance* (Ochs, 1993; 1996) towards *taste* in Romanian and US media discourse. More specifically, in this study I undertake a lexico-pragmatic discourse analysis of female and male *affectivestance* surrounding *taste* in television cooking shows from the two countries. I define affective markers as discursive verbal or visual features that encode affect and clearly denote a positive evaluation (Hunston and Thompson, 2000; DuBois, 2007; Kiesling, 2009) of the taste of ingredients or of the meals prepared on TV.

The data consists of four hundred minutes from four television cooking shows, one hundred from each of the two US shows and one hundred from each of the two Romanian shows. The shows were transcribed according to the conventions of Conversation Analysis (Atkinson and Heritage, 1984) which allow for a detailed rendering of both the actual words and their prosodic features as well as pauses and intonation. On a micro level, I highlighted and analyzed the types of semantic, lexical and prosodic tokens which encode affect vis-à-vis taste and their frequencies. This quantitative component enhanced the qualitative analysis in this study in that it helped identify the most salient affective feature in food programming discourse—*taste*; taste tokens constitute one third of all affect tokens in the Romanian and US data sets (313 out of 952). On a macro level, I examined the organization, content, and surface level elements of the shows, such as cooking procedure sequence and body language that are relevant to the analysis of *affective stance taking* towards *taste*. These broader elements of discourse augment, mitigate, and add novel nuances to the analysis of taste.

This macro- and micro-level analysis of affective stance revealed both similar and distinct patterns in the use and function of taste markers in the US and Romanian culture. The most striking similarity is the gender-specific taste features across the two cultures. That is, female hosts appeal to highly comparable semantic and to some extent, pragmatic taste discourse which also follow a similar, evenly balanced frequency distribution. For example, the most common lexical taste features in *30 Minute Meals* and in *Reteta de Acasa* [The Recipe from Home] are: *good* and *bun* [good], *delicious* and *gustos* [tasty], *flavor* (only in *30 Minute Meals*), and interjections. In contrast, male hosts use one taste feature encoding affect 60% (*The Essence of Emeril*) and 55% (*Maninc deci Exist* [I Eat Therefore I Am]) of the time. From a language use perspective, taste tokens vary more widely cross-culturally. For instance, US taste elements are imbued with a high degree of intensity, which is typically marked through prosodic features, while Romanian TV cooking show taste discourse is considerably toned down. In addition, in US television food programming, taste elements index culturally-grounded concerns of health and the scarcity of time afforded for cooking; Romanian TV cooking show taste discourse indexes co-occurring and contrasting issues of religion, gender roles, and tradition vs. modernity.

The aforementioned findings will be illustrated with examples from both Romanian and US English, and broader cultural implications will be discussed. In addition, in this poster presentation I will elaborate on the methodology adopted in this study, in particular the selection, coding, and analysis of *affective stance* markers in cross-linguistic data sets.

**Theodoros Papantoniou,**

***Problem types in the prepositioned self-initiation of repair***(lecture)

Schegloff et al. (1977) define the term "repair" as a conversational organisation "addressed to recurrent problems in speaking, hearing and understanding" (ibid.: 361) and analyse the sequential positions and preference structures of both self- and other- (initiation of) repair. Since then, CA and interactional-linguistic research into problems of speaking has focussed mainly on the sequential/syntactic (e.g. Fox et al. 2009; Birkner et al. 2010), as well as the phonetic/phonological (e.g. Jaspersen 2002) properties of self-repair. However, the participants' orientation to types of speaking problems has barely been a matter of systematic investigation.

With reference to Selting's (1987) typology of problems in hearing, understanding and expectation in the other-initiation of repair, this paper uses interactional-linguistic methodology to explore the various types of problems in speaking signalled in cases of prepositioned self-initiation of repair, which occurs before the production of the trouble source. The data consist of approximately 26 hours of German telephone conversations and radio phone-ins. I will present cases of metacommunicative problem-signalling expressions, i. e., expressions which refer to and/or comment on the trouble source such as "wie heißt denn das" ("what is it called now"), "wie soll ich das erklären" ("how shall I explain this") or "wie soll ich mich ausdrücken" ("how shall I express this"). I will also

present cases of very explicit problem-signalling expressions such as "jetzt muss ich überlegen" ("let me think") or "ich bin mir nicht ganz sicher" ("I'm not so sure").

Two points will be demonstrated: Firstly, I will focus on the semantics of these expressions and argue that the speakers of the trouble source display three distinct types of speaking problems, namely: a) lexical problems, i. e., word searches; b) formulation problems concerning the appropriate verbalisation of (mostly) complex ideas, and c) factual problems concerning the retrieval of non-linguistic information. I will also discuss instances of non-specific metacommunicative expressions.

Secondly, I will show that, in employing problem-signalling expressions, the speakers of the trouble source use prosodic devices to contextualise a preference for either self- or other-repair.

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### **Yujung Park,**

#### ***Interactional practices of English only classrooms in an EFL context: Are they truly communicative?***(lecture)

Past studies have reported the potential benefits of using English when teaching English compared to using the native language or mother tongue of the students (Atkinson, 1987; Kim, 2002; Ko, 2008 inter alias). The most important benefit reported by these reports is that TEE (Teaching English in English) can foster students' communicative performance in the EFL context. The results are commonly measured by employing surveys, classroom observations or interviews with teacher and students to determine its effectiveness. Few studies have attempted to look "inside" English only classrooms in these countries to examine what happens in it, an endeavor that would allow us to "identify and describe performance features that determine the quality of conversational interaction" (van Lier, 1989, 497).

For this study, 10 English-only lessons held in 10 different Korean (EFL) high schools were collected and sequentially analyzed to see how communicative these classrooms are by focusing on students' production patterns. Oral discourse competence is identified as a distinct component of L2 speakers' communicative language ability (Bachman and Palmer, 1996; Celce-Murcia et al., 1995); that is, being able to participate actively in a conversation is the primary feature of being communicative. Conversational competence can be characterized by the ability to perform openings, re-openings, closings, and pre-closings, to establish and change topics, to hold and yield the floor, as well as to recognize and produce adjacency pairs (Celce-Murica et al., 1995). The transcribed data showed the following patterns in student productions. First and for the most part, student productions consisted of answers to teacher questions that were more or less controlled. Most of the teacher questions were "exam" questions which allows little or no room for student spontaneity. Conversationally acceptable responses are corrected for not following the instructional focus at the moment, which is characteristic of form-and-accuracy classrooms (Seedhouse, 2007). Second, students produced language by repeating after the teacher upon request. These repeats gave students opportunity to practice certain language forms and pronunciation; however, they had little to do with conversational competence. Third, student recited materials that they memorized or prepared as part of their assignment. Fourth, on rare occasions, they asked questions when questions were repeatedly elicited by the teacher.

The analysis confirmed that within the boundaries of the classroom (institutional context), the teachers tended to control the interaction in a way that reduced opportunities for communicative competence (as defined above) to develop for students. Teachers in the data asked exam questions, used directives and requests, called on students, and frequently ignored student productions that were unexpected or detrimental to the progress of the classroom. The analysis confirms that there are clear demarcations between ordinary conversation and the institution of schools (McHoul, 1978) to an extent that using English only in these EFL classrooms does not change the interactional patterns in any significant way in order to promote communicative competence. Therefore, it would be impractical and unrealistic to expect for the same kind of conversational practices found in ordinary talk to occur in EFL classrooms by mandating the English only policy in these countries; rather, creating authentic conversational opportunities by encouraging pair/group work among students and using the mother tongue whenever necessary would be a more attainable and effective goal.

### **Christine Paul,**

***Inferring Spatiotemporal Features in Conversation***(lecture)

In German, temporal and local information differ in their explicitness, since temporal information is obligatorily provided by the tense morpheme of the finite verb and the local information is mainly provided facultatively. Nevertheless, since the temporal information of the tense morpheme is far from concrete, in order to make up these contextual features, pragmatic inference is needed. These inferences are partly verbalized in conversation. The purpose of this paper is to combine two different theoretic and methodic approaches, the Relevance Theory and Conversation analysis, asking if the verbalized spatiotemporal inferences correspond to the Relevance theoretic concepts of Ad-hoc-concept building and free enrichment (Carston: 2009; Recanati: 2004; Wilson & Carston: 2007). The analysis is part of a larger study on formal counselling and informal narrative interviews; in total more than 30 hours of spoken German.

The paper will present a) linguistic devices which serve to verbalize spatiotemporal inferences, b) the relation between verbalized spatiotemporal inferences and the inference concepts suggested by the Relevance Theory and c) the functional aspect of verbalized spatiotemporal inferences.

a) My data show that coproduction (expansions of prior utterances by a second speaker) and questions regarding prior utterances serve to verbalize temporal and local information. While former research has viewed the two practices as opposites, I argue for a common ground insofar as that hearer express with both practices their understanding of spatiotemporal information with varying epistemic modality:

(1)

Sw13[...] we traveled to a village there nearby Berlin + [...] + that was not bad + xx

*Si were you there the following summer*

(2)

*a [...] I went back to the university and studied geography for three years;*

*i now after the [Berlin] wall has fallen*

b) Interestingly, on the quantitative side, interlocutors reformulate with coproductions and questions more often already verbalized spatiotemporal information as they refer to unarticulated information of the prior utterance. Qualitatively, it will be argued that the verbalized local and temporal inferences can be analyzed in lines of the Relevance theoretic concepts, depending on the communicative goals of the interlocutors.

c) The relation between the communicative function and the verbalized inference type will be discussed: while verbalized temporal inferences can be analyzed in terms of Ad-hoc-concept building and each inference type corresponds to specific communicative functions, local inferences are verbalized with more diverse functions.

**Claire Penn, Jennifer Watermeyer*****The doctor is asking”: Exploring a strategy of cultural brokerage in intercultural health settings***(lecture)

Many health care interactions in South Africa take place in the presence of a third party, particularly in a primary health care setting. This person is usually expected to serve a function which extends well beyond that of a language interpreter in the context of a multilingual clinic. Most frequently this individual also serves as a cultural broker whose role is to provide the clinician with an interpretation of other aspects relevant to the setting and to what has been referred to as the “lifeworld”. Little is known about what factors contribute to the success of such an interaction, but an examination of such pragmatic behaviours provides insight into the wider organizational and environmental context.

We report on an ongoing study in a child psychiatry clinic which has examined a stable and effective partnership between a doctor and a cultural broker, characterized by good compliance rates and patient satisfaction. The interactive and language dynamics of ten mediated interviews have been explored, using qualitative methods and video-recordings of interactions and interviews with the participants. Data analysis has included transcription, translation (from Xhosa) and back-translation and principles of conversation and thematic analysis.

This paper will describe the use of the quotative as a particular strategy of cultural brokerage. In this context the cultural broker prefaces certain of her utterances with the phrase “The doctor is asking”. This feature has emerged regularly in the data set and appears to have a range of pragmatic functions. It highlights the different roles of the participants and provides an insight into how the cultural broker positions herself in the interaction in relation to the participants. Shifting of personal alignment or footing (to use Goffman’s (1971) term) occurs as a function of both the stage and topic of the interaction. Patterns emerge which suggests the use of the quotative when the voice of medicine rather than that of the lifeworld is emphasized, to facilitate switch and as a distancing device.

The analysis of these segments is compared to an analysis of the comments of the cultural broker and doctor gained during the review of the videotapes. The role of the quotative as an index of organizational routine will be discussed and the implications for policy, training and practice will be highlighted.

**Barry Pennock Speck, María Milagros del Saz-Rubio*****A multimodal analysis of politeness strategies in British TV ads***(poster)

The ultimate goal of any commercial is, prima facie, to persuade the hearer to buy the product being advertised or

at least to keep it in the public eye. As such TV ads can constitute what are called face-threatening acts (FTAs) within the framework of linguistic politeness as devised by Brown and Levinson (1978, 1987). As sophisticated advertising professionals are probably aware of this fact, they will attempt to mitigate the imposition on the audience. How they do this is what we would like to shed light on in this talk. TV ads are not only made up of speech and writing but also of paralinguistic aspects such as voice and extra-linguistic features like music, images and the use of narrative, among others (cf. Laver & Trudgill, 1979; Cook, 2001; Wilson and Wharton, 2006). All of these aspects are potentially pragmatically significant and as such should be taken into account (del Saz-Rubio & Pennock-Speck, 2009).

However, before a pragmatic or any other linguistic analysis is possible, we need to have as much information as possible about each TV ad. For this reason we processed each ad in order to obtain all the linguistic information contained in them: voice-overs, dialogues, testimonials and on-screen text. This was complemented by a detailed description of what went on in each ad, its duration, contiguous programmes, type of product advertised, the type of ad, image sequence, mini-drama, montage, (cf. Stern, 1994; Andersen, 2000; Stiegel 2001) information on para- and extralinguistic features of voice-overs including gender, age and accent of voice-over specialists. In order to have a corpus of TV ads which was large enough to be representative of TV ads in general we gathered 281 distinct daytime television commercials from the British television Channel ITV1 recorded on two days in March 2009.

The analysis we have carried out on our MATVA (Multimedia Analysis of TV Ads) corpus has shown that negative politeness strategies are the least commonly used to mitigate possible impositions possibly due to the fact that they are “specific and focused” and perform the function of “minimizing the particular imposition” of an FTA (Brown & Levinson 1987: 129). Negative politeness strategies correlate with certain types of products such as public service TV ads. Positive and indirect politeness strategies were found to correlate with others – in particular beauty and personal hygiene products. We also discovered that positive and indirect politeness strategies are associated with the format of the ad, that is, positive and indirect strategies are more common in the mini-drama and montage types in which para- and extralinguistic features have an important role. These results clearly show that when looking at politeness strategies in TV ads it is essential to take into account their multimodal nature to get a clear picture of what is happening from a pragmatic point of view.

### **Maria das Graças Dias Pereira, Cinara Monteiro Cortez**

#### ***Agency and performance in narratives of community health workers and residents in tuberculosis treatment in Vila Rosário*** (lecture)

Recent data divulged by the Ministry of Health reveals that the average of tuberculosis cases in Rio de Janeiro was, in 2009, 73.27/100.000 inhabitants, which exceeds Brazilian average of 38.2

<http://www.estadao.com.br/noticias>, 2010). The present study is inserted in the work context of the community health workers of Vila Rosário Institute, along with the residents of Vila Rosário, a poor region in Duque de Caxias, RJ, Brazil, with the objective of treating tuberculosis in the region. The focus of this study is the narratives co-constructed by the community workers on work meetings context, as well as the co-construction of narratives by residents in research interview situation.

The research about narratives in work context is inserted in recent studies, which have proposed a change in perspective, in the sense of treating narrative as practice in social interaction, beyond textualization structure (Linde 2001, Sarangi, 2008; De Fina and Georgakopoulou, 2008). Research inquiries turn to the workers and residents positioning in co-constructed narratives during work activities. How do workers and residents place themselves in relation to TB treatment? How do the relations between treatment and poverty situation in the region work? What is the role of narrative in those positions?

Theoretical relations concerning agency, performance and narrative are guidelines in our discussion. Duranti (2004), beyond the notion of language as ‘doing’ (Austin, 1962; Searle, 1976; Grice, 1982), points that language already does something by ‘being’, highlighting performance as a human potential. The objectives, with focus on agency, performance and narrative, consist of (i) discussing if ‘agency’ is instantiated and how, through community workers and residents positioning; (ii) evaluating if there are contrapositions and/or contrasts in ‘agency’ manifested by the workers and residents; (iii) discussing values and responsibilities; (iv) contributing to the discussion of the notion of agency and performance as proposed by Duranti (2004), as a theoretical and analytical category, in interface with pragmatics studies, specially in relation of language as ‘doing’.

The research is of qualitative nature methodology (Rice e Ezzy, 1999; Denzin e Lincoln, [2003] 2006), in an approach of narrative as practice, of interactional and sequential character, in interface with Applied Linguistics (Moita Lopes, 2006; Sarangi, 2006), for the cooperation and collaboration in education and prevention of the disease.

Data were transcribed according to Conversation Analysis conventions and are part of audio recordings of work meetings, initiated in October 2009, and recorded interviews with residents from March to June 2010.

Data discussion presents the following aspects: (a) community workers’ interlaced narratives evoke questions about responsibilities and agency, personally assuming positions and inquiring about the positioning of the group, and narratives are sent to *self* in action as a level of initiative that narrators attribute themselves and others; (b) residents’ narratives point to subordination contrasting with agentic solutions present in workers’

narratives; (c) agency in residents' narratives works as both 'being' and 'doing', but shows negative agentive projections (Duranti, 2004), and (d) are in a relation of subordination to others' actions through narrated episodes.

**Gerardine Pereira,**

***The use of (deictic) gestures to establish shared orientation and to ratify agreement in task-based talk***(lecture)

This paper investigates how dyads of test subjects establish a shared orientation and signal understanding through the use of deictic gestures and deictic terms in a task-based experiment.

The audio-visual data come from an experiment conducted with dyads of native speakers of British English. They were firstly presented with a planning task to solve jointly, resulting in a story each subject subsequently narrated to a separate listener. The planning phase of the experiment is examined in this paper.

According to researchers such as McNeill (2005) or Chieffi et al. (2009) pointing gestures serve to locate and indicate an object, a direction or a location. They can substitute for and accompany deictic expressions. The prototypical pointing gesture is an extended index finger, but tools such as graspers used in surgery (Koschmann et al. 2010) or pens, available to participants in this experiment, can be used instead of the index finger. Deictic gestures are often deployed by one of two participants, namely the speaker, to point toward an entity to establish a particular space and to clarify the referent for the listener (cf. Klein 1982; Wunderlich and Reinelt 1982; Goodwin 2003). In the present study, there are two domains which constitute the areas in which pointing gestures can occur: a task sheet with instructions and a physical map of a zoo. My findings show that participants co-construct routes through the zoo, verbally and gesturally, making use of collaborative pointing, which is often accompanied by overlap in speech. However, the data also reveal that one participant sometimes acts as the sole speaker while the other one adopts the speaker's orientation. The listener must then project this orientation onto his/her own system. My data suggest that listeners can establish a shared orientation and signal understanding by the embodiment of the speaker's gesture (cf. McNeill 2008). The presence of the map not only allows them to carry out a mind-merging gesture, but it also provides the field to indicate precisely at which entity they point and to re-trace the route on the map (cf. Goodwin 2003). Verbally, this ratification is carried out either by overlap or by repetition of directions and route plannings.

My research highlights the special nature of deictic gestures and deictic terms in talk based on an explicit task, as opposed, for example, to gestures in narrative production, and reveals strategies that co-participants apply to ratify agreement.

**Elizabeth Peterson,**

***Position and use of please in nonnative English requests***(lecture)

This study looks at the requestive marker *please* as it is used by Finnish people who speak English as a foreign language. It has been demonstrated that, in the English of native speakers in the United States and New Zealand, the distribution of *please* within the clause aligns with different degrees of directive force (Sato 2007). In initial position, *please* is associated with demands and pleas. In medial position it is associated with conventional politeness. In final position, *please* is associated with task-based requests. Further, *please* in final position was found to be the most common placement for native speakers of both New Zealand English and American English (*ibid*). In this study, a corpus of 492 requests uttered by native speakers of Finnish was analyzed. The data for the corpus was gained through recordings of face-to-face interviews in which the speakers uttered requests in English in response to a series of prompts. The prompts were designed to elicit request utterances according to varying social parameters such as social distance, rate of imposition, and expected compliance. The goals of the study were to ascertain, first, in what types of requests these nonnative speakers of English tend to use *please* (ie, in high imposition requests, formulaic requests, etc.), and, second, whether they show awareness of the pragmatic differences that native speakers associate with the placement of *please* in the clause. The results show, first of all, that *please* is used by the nonnative speakers primarily in formulaic requests in which a high rate of compliance is expected. In more highly-face threatening requests, the complexity of the utterances precludes use of *please*. The placement of *please* within the clause seems to convey more or less the same pragmatic force as for the native speakers of English (*ibid*); the nonnative speakers used *please* clause-finally for task-centered requests, and they used *please* clause-medially to demonstrate conventional politeness. However, there was relatively little use of *please* in clause-final position, which was the preferred position for native speakers of English. The native speakers of Finnish showed a preference for *please* in clause medial position. These findings merit attention for a couple of reasons. First, it seems likely that *please* is acquired as a part of the conventionally indirect request formula *Could you/Could I please*, which could explain the preference for *please* clause-medially as opposed to clause-finally. Further, given that Finnish marks politeness primarily through morphology, not requestive markers, this study indicates that Finns who speak English have developed clear patterns of use for *please*, distinct from what they do in Finnish. These findings raise some further questions, including how the use of *please* and its pragmatic functions are acquired in the foreign language environment, as it does not appear to be a feature of formal learning.

Reference:

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**Martin Pfeiffer,**

***What prosody reveals about the speaker’s cognition: Self-repair in German prepositional phrases***(lecture)

In recent years, the investigation of self-initiated self-repair (cf. Schegloff/Jefferson/Sacks 1977) has become a vibrant field of research in interactional linguistics (e.g. Fox/Hayashi/Jasperson 1996; Fox/Maschler/Uhmann 2009; Birkner/Henricson/Lindholm/Pfeiffer 2010). However, most of the studies to date have focused on the relationship between syntax and interaction, whereas the prosody of self-repair has largely been neglected. Although there has been some research on cut-offs and speech rate, the intonation of self-repair has only been dealt with marginally.

In this paper, I will explore the intonational characteristics of substitutions of articles in German prepositional phrases (see ex. 1 below) and the relevance of these characteristics for interaction. Based on pitch measurements in 166 instances of self-repair from informal conversations, I will show that intonation patterns on the repaired segment (i.e. *nach der* ‘after the.fem.’ in ex. 1) are influenced by the type of substitution that is carried out. The analyses demonstrate that intonation patterns fall lower when grammatical gender of the article is altered (Table 1, right column), compared to substitutions of the article with alteration of definiteness, number, and cliticization (middle column) and repetitions of preposition and article (left column), which show level or slightly falling intonation. This difference relies on the substitution of the projected noun associated with the alteration of gender of German articles. The lemma substitution on the cognitive level, which is not necessarily involved in other types of alteration or repetitions of the article, is identified to have a correlate on the prosodic level (viz. falling intonation).

This finding not only sheds light on cognitive processes involved in speech production, but is also relevant for linguistic interaction. From the listener’s perspective, the intonation pattern produced just before repair initiation provides information about the type of self-repair to follow. The listener can use the projected prosodic information in order to prepare in advance for the substitution of the originally intended noun within the emerging utterance. Thus, the intonation pattern identified in this paper provides a conversational resource that can facilitate the interactional management of problems in speaking.

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**Supakorn Phoocharoensil,**

***Pragmatic Transfer in Thai EFL Learners’ Interlanguage Compliment Responses***(lecture)

The present study aims at examining the compliment responses (CRs) used by Thai EFL learners. It has been discovered from the discourse completion tasks (DCTs) that the learners’ level of English proficiency seemed to determine how they responded to compliments in such a way that the high-proficiency learners apparently employed CR patterns resembling those in American norms. The learners with low proficiency, by contrast, appeared to transfer pragmatic knowledge from their native language, rejecting and downgrading the compliments. The findings evidently bear out *the Compliment Response Continuum Hypothesis* (Tran, 2007), which claims that the CR strategies which tend to be transferred are at or towards the end of the acceptance to denial continuum.

**Marie-Luise Pitzl,**

***Speaking metaphorically: Functions of creative idioms and metaphors in English as a lingua franca***(lecture)

A decade into the 21<sup>st</sup> century, English continues to be omnipresent as a means of international communication around the globe (cf. Seidlhofer, Breiteneder & Pitzl 2006). Recent estimates indicate that as many as two billion people in Outer and particularly Expanding Circle countries might be learning English at the moment (cf. Crystal

2008; Graddol 2006) . This global stronghold of English brings with it many unprecedented questions – not only in terms of language rights and policies, but also in terms of (socio)linguistic theories and descriptions (Seidlhofer forthc) . The growing research field of English as a lingua franca (ELF) takes account of these theoretical questions by putting the focus on the description of ELF as a legitimate language use, indicative of synchronic linguistic variation and potential language change, just like all other pragmatic uses of language are.

The proposed lecture investigates the phenomenon of English as a lingua franca in relation to the use of idioms, idiomatic creativity and metaphors in interactive speech events. It reports on the findings of an extensive qualitative corpus linguistic study (Pitzl forthc; cf. also Pitzl 2009) conducted on the basis of the *Vienna-Oxford International Corpus of English* (VOICE 2009a) , a one-million word corpus of ELF interactions sampled from the educational, professional and leisure domain.

Situated within a theoretical framework that draws attention to the importance of linguistic creativity for conceptualizing of the phenomenon ‘ELF’, the present paper focuses on the interactional pragmatic dimension of the use of creative idioms and metaphors in spoken ELF discourse. Presenting examples of ELF data recorded and transcribed in VOICE, the paper explores functional motivations and communicative effects that creative idioms and metaphors have in ELF interactions. The analysis considers ideational as well as interpersonal aspects of the use of idioms and metaphors in ELF, such as the need for explicitness and clarity of expression (ideational) or the intention to establish rapport via humor and signaling culture (interpersonal).

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## **Maria E. Placencia, Catalina Fuentes Rodríguez**

### ***Vamos con todo: A pseudo-confrontational talk show***(lecture)

*Vamos con todo* is a mixed-genre, popular entertainment programme transmitted in Ecuador on a national television channel. The programme focuses on gossip and events surrounding local/national celebrities (*la farándula*) and, as such, can be described as a celebrity gossip talk-show.

The programme is constructed around a series of ‘news’ reports and interviews by field reporters, and the hosts’ discussion of the topics raised. While it incorporates various genres, the thread running throughout the programme is the creation of scandal and the instigation of confrontation. This can be seen, for example, in relation to the topics dealt with (e.g. a man accusing his celebrity brother of stealing money from him), and the type of questions asked in the interviews that assume confrontation (e.g. ‘You are very angry at X for what he did to you. What would you say to him?’).

What is of particular interest is that whereas the format and basic content of the programme are designed to generate confrontation and controversy, very little of either is finally delivered in practice. On the one hand, unlike what happens in related talk-shows in Spain (cf. Lorenzo-Dus 2007; Brenes Peña 2011), most interviewees, for example, avoid engaging in controversy or aggressive talk. As for the hosts, on the other hand, they initially instigate confrontation and controversy, but then seem rapidly to backtrack, ending each controversial news item in a rather conciliatory manner.

In this paper we explore the pragmatic mechanisms through which confrontation and scandal are first created and then minimized in *Vamos con todo*, resulting in what viewers familiar with prototypical Spanish confrontational talk-shows, for example, may regard as an emasculated equivalent. The study draws on the literature on television discourse (cf. Culpeper 2005; Hess-Lüttich 2007; Lorenzo-Dus 2009), confrontational talk (cf. Fuentes Rodríguez 2009; 2010), and relational styles in Ecuador (cf. Placencia 2008).

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### Hilla Polak,

#### ***Subject Pronouns in Spoken Hebrew Discourse: Attached, Overt and Proclitic***(lecture)

This study deals with subject personal pronouns in Hebrew casual conversation. In Hebrew past and future tenses 1<sup>st</sup> and 2<sup>nd</sup> person subject pronouns may either appear as free, overt, pronouns (Berman 1978), as in:

ve.. 'ani nishbati lezandra,

and.. **I** swore to Sandra,

or they may be omitted, since a subject pronoun is morphologically attached to the verb as inflectional agreement (ibid), as in:

..vehalaxti \_\_\_\_\_ lamenahelet.

and (I) went **1<sup>st</sup> p. sg. Past** to the headmistress

The overt pronoun is therefore believed to be redundant (e.g. Berman 1978; cf. Hachohen & Schegloff 2006). The study challenges this belief and characterizes the functional difference stemming from the appearance of an overt subject pronoun (cf. Ariel 1990, Hachohen & Schegloff 2006, Duranti 1984).

This study also challenges the claim that in 3<sup>rd</sup> person and in present tense the occurrence of the overt subject pronoun is considered to be mandatory (Berman 1978).

The notion underpinning this study is the belief that grammar and discourse cannot be separated from one another (Hopper 1987). The reciprocal relationship between discourse and grammar is best investigated in spontaneous interaction among speakers. Thus, in order to characterize the functional difference described above, audiotaped spontaneous conversation was examined.

Natural spoken Hebrew revealed another type of subject pronoun: phonologically reduced 1<sup>st</sup> person singular personal pronoun ('an', 'ni, 'n) and 2<sup>nd</sup> person singular personal pronoun ('ta, 't), procliticized onto the verb or the negation preceding it ('lo'), as in:

'an'lo \_\_\_\_\_ mvina,

**I (shortened)** no (don't) understand,

or in:

'tamvin.

**you (shortened)** understand,

It was found that each of these types of personal pronoun -- overt, attached, proclitic -- has a unique function in Hebrew discourse:

Attached pronouns: 1. refer to an active interlocutor. 2. express different types of sequences and continuations.

Overt pronouns: 1. indicate an interruption in a sequence. 2. return to a referent that was mentioned before the interruption of the sequence. 3. signal switch reference. 4. focus on the doer of the action.

Proclitic pronouns: 1. signal a shift to the inner world of one of the interlocutors. 2. signal a shift to a metalingual conversational action (Maschler 2009). 3. refer to an impersonal hearer in a way that increases the hearer's involvement in the discourse. 4. present the speaker's attitude and utterances.

It is concluded that the choices speakers make in relation to the usage of the different types of pronoun are not random but rather motivated by discourse constraints.

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### Alexandra Polyzou,

#### ***Presupposition in discourse: A cognitive-pragmatic approach to (critical) discourse analysis***(lecture)

In this paper I propose a cognitive definition of presupposition. I argue that presupposition is, prototypically, an implicit figure-ground distinction at sentence level, which exploits principles of language economy or ‘packaging of information’ (Saeed, 2003: 101ff.). I further discuss the theoretical and attendant methodological issues related to defining and identifying presupposition, specifically in relation to (critical) discourse analysis.

Currently, two approaches are adopted in pragmatics and (critical) discourse analysis: a truth-conditional one, with presupposition identified through ‘presupposition markers’ (e.g. Harris, 1995; Sbisà, 1999); and a broad definition of presupposition as shared/background knowledge (mainly van Dijk, e.g. 2005). Both approaches often posit ‘non-linguistically marked’ cases of presupposition (e.g. Sbisà, 1999; Fairclough, 1992: 121 ). While they both emphasise the ideological functions of presupposition, they do not focus on theoretical or methodological issues, in particular in relation to the systematic identification of non-linguistically marked presuppositions.

Here, rather than considering the less prototypical cases of presupposition (i.e. below and above sentence level) as ‘linguistically unmarked’, I propose the following differentiation within the concept of presupposition:

- -- Word/phrase level (knowledge triggered by frames, as base of profiled concepts)
- -- Sentence level (ground – figure distinction on sentence level)
- -- Text level (ground – figure distinction on text level)
- -- Discourse level (presupposed non-asserted pragmatic knowledge of participants, such as the assumption of felicity conditions)
- -- Social cognition level (socio-cognitive knowledge and attitudes underlying the text)

In my discussion I provide illustrative examples of presupposition as an implicit figure-ground distinction on each level, adopting a ‘cognitive pragmatic’ approach (cf. Marmaridou, 2000). I claim that the properties of ‘shared knowledge’, ‘appropriacy’ and ‘non-defeasibility’ may be significant components of presupposition, but are not crucial defining features (see also Levinson, 1983). Finally, I elaborate on the functions of presupposition specifically on the less-studied non-prototypical levels, with an emphasis on a) triggering (and reinforcing) shared knowledge, and b) presenting shared or new knowledge as given or incontestable.

### **Serhiy Potapenko,**

#### ***Oriental Model of Media Discourse: Cognitive and Motivational Perspectives***(lecture)

The presentation argues that the version of reality offered by the media rests on the visual and mental orientation of an individual who in his visual or mental field and relative to his body singles out and connects referents of varying prominence. Hence the cognitive perspective of the media discourse model is based on the orientational relations represented by four groups of image schemas – recurring dynamic patterns of our perceptual interactions and motor programs that give coherence and structure to our experience (Johnson 2005) – bodily, perceptual, spatial, and dynamic comprising force and motion. The internal structure of image schemas positions event participants relative to the human needs of belongingness, reputation, safety or self-actualization (Maslow 1970) and underlies the organization of three media discourse dimensions: hypertextual, concerning the non-linear layout of materials; mini-textual, comprising headlines which appeal to human needs; textual, construing events within the cognitive structures and motivational attitudes evoked by headlines. Media hypertext is organized relative to the bodily coordinates FRONT – BACK, TOP – DOWN, LEFT – RIGHT, CENTER – PERIPHERY, underlying the layout of a separate printed or electronic issue. The structure of the mini-textual level, represented by headlines, evokes the conceptual relations of motion, verticality and force to position event participants as source or target satisfying human needs or creating their deficiency. The belongingness need, consisting in meeting the desire for contact, groupiness, togetherness (Maslow 1970), is evoked by the nouns denoting a person’s gender, age, family roles, social state, nationality etc., i.e. linked to the spatial schema of CONTAINER. Verbs, triggering image schemas for force, distinguish variants of safety need: potential threat; safety loss, or threat; safety renewal; safety assurance; degree of safety. For example, at the beginning of the headline Men likely to lose their memory (Daily Mail 7.09.2010, p. 19) the noun men appeals to the need of belonging to the male social group while the verb to lose represents men as a target of DISABLEMENT, appealing to safety loss. The self-actualization need, consisting in human desire for self-fulfillment (Maslow 1970), is evoked by verbs, referring to the ENABLEMENT, PATH (representing movement) and COMPULSION image schemas, as well as by verb complements, denoting high speed, status, a significant final point etc. The organization of media texts is based on the motivational strategies connecting the contents of headlines and body of texts to particular image schemas which position individuals relative to certain needs. The strategies, linked to the belongingness, safety, reputation, and self-actualization needs, are embodied in two types of tactics: text-forming, which in different paragraphs determine the foregrounding of the words denoting event participants, and nominative, envisaging the nomination of the secondary referents in post-verbal positions. References Johnson M. (2005). The philosophical significance of image schemas. From Perception to Meaning: Image Schemas in Cognitive Linguistics. Berlin, etc.: Mouton de Gruyter, 15-33. Maslow A. (1970). Motivation and Personality. N.Y., etc.: Harper & Row Publishers.

### **Tea Prsir,**

***Shared aural representation and discourse elaboration***(poster)

The main proposition of this contribution is that listening (or speaking) evokes not only plastic images, but also different voices, different styles of speaking, different prosodies. The more the speaker is using imitation and prosodic variation in his speaking style, the easier it is for the listener to evoke aural representations. This assumption supposes that the speaker and the listener share representations of acoustic images stored in their memory: they belong to the same linguistic and information community – in time and in space – accumulating knowledge (Grize 1982, Berrendonner 1993) and events (Halbwachs 1950, Moirand 2007, Calabrese 2010). This shared memory enables participants to develop together a mutual understanding of the discourse within the activities of speaking and listening. Aural representations are ephemeral and need stimulation by these two activities to reappear in mind.

The corpora are made of French radio press reviews where one speaker (the radio journalist) represents the discourse of several public persons (politicians, intellectuals and others). Multiple voices (Günthner 1999) emerge from the speaker's discourse. The main questioning is related to how these voices are structured by means of prosody. I argue that the speaker uses a large scale of prosodic devices while representing voices for two main reasons: first, to superimpose his point of view on the quotations he is reporting; and second, to imitate the speaking style of the quoted person and thus to make fun of him/her with the aim of discrediting his/her statement. While imitating a politician's speech for example, the radio journalist is referring to the shared aural representation. The listeners may have heard the quoted person *in vivo* or on television; in both cases there is a physical image accompanying the acoustic one. By memory activation, the quotation is directly placed in the context it comes from; in this way it conveys the acoustic and the plastic image of the quoted person.

This research is situated at the prosody-discourse interface. Three levels of analysis permit to understand the underlying linguistic and prosodic structure of the phenomenon. First, at the discourse level, delimiting the speech span in sequences of reported/represented speech (Roulet & al. 2001), and separately of sources, provides an estimation of the number of voices by linguistic/textual cues. Second, at the prosodic level, delimited discourse sequences are characterised by prosodic parameters of mean frequency, pitch range, prominence density, speech rate and melodic path. These parameters highlight how a speaker mobilises the prosodic phenomena of rhythm, intonation and accentuation for representing other voices in his discourse. Sequence categories are regrouped according to their prosodic description. The third level is acoustic and focuses on fine prosodic details involved in voice quality variation.

**Diana Catalina Pulido Munoz,**

***Criminal Responsibility's Legal Report : The Pragmatic's boundaries for an ethnographic analysis.***(poster)

The poster's proposal submit it's a reflexion done since a large research about the Construction of Criminal Responsibility's Legal Report. This social subject has been studied in the boundaries of the anthropological-ethnographic's method and the pragmatic's conversational approche.

Both methodologies has been applied to the natural data's traitement, recovered at the National Institut of Medicine and Forensic Sciences in Bogotá -Colombia.

Those natural data correspond to the moment which the expert psychiatrist and the accused had the interview where the expert psychiatrist must evaluate the mental health of the accused. This goal is accomplished by the expert psychiatrist using the tools of the psychiatric's scope like interview's form, and the lecture of symptoms of a disease or medical condition that could to commit the understanding's ability at the legal fact's moment in investigation.

Therefore, this interview must be thought like the crucial moment in the process of construction of criminal responsibility's legal report, but not the only one. Indeed, there is a chain of previous and subsequents steps to follow to finally arrive to the Legal Report. And this hole process has been reveled since the traitement of the writted legal report send to the juge. So since the document could be established for the research all the institutional and legal context of the psychiatric's expert interview.

Now, after an oversight of the recovered data and with the research's goal ahead, the reason of methodological choices is explained by the inner complex character of the Construction of criminal responsibility's legal report.

From the side of conversational pragmatics, the use of interpretatives ressources to show up the methodic form of authentic's conversational interactions is useful to the traitement of the moment that was considered in the research, like the decisive moment in the process. In fact the turn taking system, the markers of self repair, the analysis of adjacency pair organization makes several and meaningful contributions to do an interactional characterization of the conversation in the interview.

Although the understanding of the social fact of the psychiatric's expert interview to make an ethnographic analysis of the Construction of Penal responsibility's legal report needs a large context that could be provided also since the datas. This times isn't the recorded video data but the writted legal report by the psychiatric expert to the juge.

At the beginning of the research was also designed the text analysis of the legal report. And there was found the exposition of three important moments that constitute the construction of the legal report.

The first one shows the main process's feature, it is their hypothetical deductive character. The second one, is the interview moment. And the third one, is where the psychiatric write the legal report to the judge.

The interpretation, consequences and relevance of each moment to the process is only possible with the cross of the boundaries of conversational analysis since the pragmatic's scope through the ethnographical reconstruction of the process.

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### **Andriela Rääbis, Raili Pool**

#### ***Telephone Dialogues in the Textbooks of Estonian as a Foreign Language***(poster)

The paper looks at the functions and structure of the telephone dialogues found in the textbooks of Estonian as a foreign language intended for adult beginner learners; the focus is on the openings of the conversations. The data includes 56 telephone dialogues from six Estonian textbooks published since 1999 to 2009, the comparative data includes 131 everyday and 577 institutional telephone calls from the Corpus of Spoken Estonian of the University of Tartu.

Summons as the first action of a caller is presented in some dialogues only. In addition to the lack of summons, the other thing that differentiates textbook dialogues from corpus dialogues is, first and foremost, the frequent lack of the answerer's first turn; this is especially the case in everyday conversations. In some instances it is difficult to ascertain the social identities of a caller and an answerer. When a summons-answer sequence is missing, it is not always clear how the participants in everyday textbook conversations come to mutual recognition.

Greeting sequences are similar in the two datasets.

The how-are-you-sequence is not a routinized reciprocal formula in Estonian telephone conversations. How-are-you-inquiries are used quite seldom (in 10 percent of conversations): as pre-requests, or genuine information-gathering inquiries (e.g. about partner's state of health or about some agreement) or as topic initial elicitors in 'keeping-in-touch' conversations. Textbook dialogues sometimes follow the American pattern, comprising reciprocal inquiries, thanking and answers.

Sometimes the authenticity of textbook conversations is lessened by the excessive length of the turns and the integration of actions belonging to different sequences into one and the same turn.

Institutional textbook dialogues generally correspond to real communicative situations.

The didactic aim of the textbook dialogues is evident – to offer language learners necessary linguistic means to solve different communication problems. At the same time, in addition to the pragmatic functions of the telephone conversations, they also fulfil certain grammar or vocabulary teaching functions.

### **Tommaso Raso, Heliana Mello**

#### ***Allocutives as discourse markers: A comparative corpus-based study for Italian, Spanish, European Portuguese and Brazilian Portuguese***(lecture)

This presentation aims to: (1) focus on the prosodic criterion for the identification of DMs in speech, and (2) discuss the behavior of a specific DM in four languages. The study is based on Cresti's Information Patterning Theory and her definition of utterance as the counterpart of act, identifiable for being delimited by prosodic breaks perceivable as terminal, and for having pragmatic interpretability and functional focus. Utterances can be simple (composed by only one tone unit carrying the illocution - the Comment information unit (IU)) or complex (composed by the Comment and other IU(s)). Some IUs are Dialogic Units (DUs); these can help better define DM.

DUs don't partake of the text of the utterance, are not syntactically compositional and are distributionally free. They are directed to the interlocutor and are isolated in a dedicated tone unit. Corpus-based studies identify six DUs: Incipits (mark beginning of utterance with contrast), Phatics (control channel), Expressives (support act), Discourse Connectors (connect illocutions without contrast), Conatives (pressure the interlocutor to do something) and Allocutives. Each DU has specific functions, prosodic profiles and preferential distributions.

In this frame, ALLs appear to be a typical DU: they do not correspond to the classic category of vocative and have the main function of signaling social cohesion. ALLs must be distinguished from recall illocutions. These correspond to Comment IUs, showing higher intensity and duration, and functional focus allowing for interpretability in isolation, with high F0 variation. ALLs have flat or falling profiles, without focus, low intensity and duration (roughly 1/5 of recall).

This study compared four languages, using the comparable corpora C-ORAL-ROM for Italian (I), Spanish (S) and European Portuguese (EP) and C-ORAL-BRASIL for Brazilian Portuguese (BP). The data were collected

for each language through 15, 1.500 word, texts except for EP for which 30 texts were used to confirm the low occurrence of ALLs. BP showed 133 ALLs, S 62, I 43 and EP only 20 (in twice the number of texts). Conversations, in all languages, are the textual typology with more ALLs (compared to dialogues and monologues), as here ALLs can also function for distinguishing interlocutors. For lexical types, distance among the 4 languages is reduced (9 for BP, 10 for S, 5 for I and 7 for EP). In reported speech, where the function of individualizing the interlocutor is prominent, the 4 languages show little difference. Distributionally, all the languages prefer utterance final positions, but BP seems much more rigid, while S seems the freest. The choice of different types, but not frequency, seems to correlate with age and school level of informants.

**Renate Rathmayr,**

***Speech norms and practices in oral business discourse: Explaining reasons in Russian job-application interviews***(lecture)

Job interviews are a new genre in post-communist Russian business discourse. From the perspective of employers the major aim of a job interview is to know if an applicant is suitable for a certain job in the future, but in order to arrive at this aim, the interviewer has to ask questions about the past and will then draw his conclusion about the future. From the perspective of the job applicant, a job-application interview firstly serves the aim to explain why the applicant is the most appropriate for the job, and secondly is implicit appeal to employ him or her. Applicants' explanations are therefore of crucial importance in job interviews.

In the context of job interviews, explanatory statements occur either as initiative or as reactive acts and are either marked or not marked by special markers. They are designated to convince the interviewer of the appropriateness of the applicant for the job and should take into account the interviewer's preferences and values, which are, however, unknown to the applicant. This is particularly salient under the conditions of social transition, where three groups can be identified among personnel managers and recruiters: adopters of the new norms, traditionalists who reject innovations completely, and finally integrators who try to integrate the new norms into the tradition. Therefore we have to expect a high level of variation in the reactions to the explanatory statements.

The paper is based on an empirical study performed in 2008 in two large cities in Russia: 18 job interviews were recorded and 23 expert interviews were carried out. 97 questionnaires were filled out in various cities of Russia by personnel managers and those employees who got a job after the interview.

In the first, quantitative step of analysis, different kinds of explanation-demanding questions were collected with Wordsmith tools: 52 occurrences of *pochemu* (why) questions (which provoke narrative explorations), and 9 *zachem* (what for) questions (which provoke declarations of aims) were found in the data.

In a next step, the strategic performance of explanatory statements was analysed. A content analysis shows that Russian job applicants do not tend to formulate their explanatory answers in a strategic way, but rather produce more or less spontaneous explanations, which sometimes do not show them in the best light.

In my presentation this phenomenon will be illustrated especially by discussing examples of answers to questions about the reasons for leaving the last job which is present in all job interviews. Answers to this question reached from love for a girl who has moved to another town to dismissal because of being implicated in some machination whereas explanations recommended in guidebooks like leaving a job for searching more scope for professional development and new challenges are used only by one out of 18 job applicants. Personnel managers and professional recruiters seem to prefer these non-strategic "honest" explanations to trained eloquence and rhetorical preparation. This shows that even when the new practice of job interview is largely implemented, the realisation in some aspects resists the influence of an innovative "corporate etiquette" set up according to Western models.

**Mirka Rauniomaa,**

***"Do we really have to listen to this": The social-interactional turn-on of an audio entertainment system in a car***(poster)

The poster examines how drivers and passengers use audio entertainment systems in cars (e.g. radio, compact-disc player) making them interactionally salient and socially relevant in sequences of interaction. Cars are recognized as complex socio-technical environments that host not only driving-related activities but also a multitude of other activities which may occur in succession, in overlap or in connection with driving and in which a driver may be engaged alone or together with passengers. The data are drawn from video recordings of everyday car journeys made in real traffic in real time. They amount to approximately 14 hours and include 67 candidate instances.

The data are examined from a social-interactional perspective, relying mainly on multimodal conversation analysis. This perspective takes into account the significance of material objects and physical surroundings for social interaction (see, for example, work by Charles Goodwin and Christian Heath). Most previous research has focused on workplaces and other professional settings. In more casual contexts, Laurier (2008) investigates the way in which a pair of clients time their last sips of drink with their talk as they are about to leave from a café and LeBaron & Jones (2002) discuss how a client cues her departure from a beauty salon to another client by

lifting and holding her handbag. Such studies show that the use of everyday objects can be woven together with participants' vocal and bodily conduct to construct meaningful social actions and activities.

In general, the poster explores the following questions: How do participants use entertainment systems? What kind of vocal and embodied means do they draw on to do so? How is the use of audio entertainment systems related to driving and social interaction? How are the different activities timed and co-ordinated? More specifically, the poster focuses on instances in which an occupant in a car turns on an entertainment system, tunes it or turns up its volume, to initiate a new activity.

These explorations reveal how the use of in-car technologies, such as audio entertainment systems, arises from and is embedded in not only the ongoing driving situation, but also the current interactional situation. The poster thus contributes to research on language, the body and material surrounds in mundane social interaction. It also complements research on driving and traffic safety by examining in-car technologies as more than mere distractions to driving.

Laurier, Eric 2008. Drinking up endings: Conversational resources of the café. *Language & Communication* 28(2), 165–181.

LeBaron, Curtis D. & Stanley E. Jones 2002. Closing up closings: Showing the relevance of the social and material surround to the completion of an interaction. *Journal of Communication* 52(3), 542–565.

### **Jochen Rehbein,**

#### ***A note on understanding in mono- and multilingual discourse***(lecture)

Discourse is the medium in which understanding or misunderstanding emerges (e.g. Gumperz & Roberts 1991; Bremer et al. 1996). Hypothesis of the paper is that understanding is “percolated” through specific *stages* on the part of the listener, or hearer (s. Rehbein & Kameyama 2003, Kameyama 2004, Rehbein 2007), as there are: *assessment of the constellation* (based on preceding common discourse-knowledge); *formation of the hearer’s expectation*; *her/his perception* of the incoming linguistic elements of the *utterance* (phonological, morpho-syntactic, semantic elements etc.), of the *illocutionary* and the *propositional act*; *formation of the hearer’s plan* (through reconstruction of action focus, schema formation, plan of received speech action); then, the *speaker’s plan* is *adopted* by the hearer which is a pre-condition for participating in follow-up interactions in the discourse (Rehbein 1987). The paper focuses - by means of transcripts - upon verbal and prosodic expressions which hearer employs at the aforementioned stages of understanding. It can be observed that the speaker does not only “read” (: monitor) the listener’s reception signals (Schober & Brennan 2003) which cover a range of non-verbal, paralinguistic, prosodic and verbal elements and which show which of the stages are passed through by the hearer. Accordingly, this may result in the speaker’s change her/his constructions *in statu nascendi* which becomes manifest in breaking-offs, repairs, apokoinus, rephrasings etc.

Important is a) the accurate incision point of the hearer’s activity within the speaker’s verbalization (an alignment-point, s. Garrod and Pickering 2007) and b) an “on the spot” interpretation on the speaker’s part - all in all, a reciprocal synchronization process among speaker and hearer which permanently regulates understanding in discourse.

To sum up: Understanding as it is modelled in the paper encompasses activities of *constructions* as:

- 1) developing a deep network of expectations of what will be said (by the speaker) based on (common) presuppositions; this guides the stages *assessment of the constellation* as well as *perception of utterance act*;
- 2) creating the reception of components of the utterance, the propositional and the illocutionary act by activating knowledge of various linguistic and interactional repertoires;
- 3) co-constructing an interpretation of the utterance in its various components of the whole speech action up to the active formation of the hearer’s plan.

In addition, overall information about the speaker’s objectives, the genre of discourse and the discourse pattern, about turn taking and keeping, formulaic speech, topic-comment-processing etc. and their commonality are spooled into the hearer’s actions. In the outcome, understanding is a highly interpretative and creative complex process in which the hearer activates diverse types of mental, interactional and linguistic knowledge.

The data are taken from corpora of multilingual communication (Receptive Multilingualism of various language pairs; ten Thije 2004; Bührig & ten Thije 2006) and of monolingual communication (as doctor patient communication, appointments, everyday narratives, homileic discourse etc.). One result of such a comparison is, that, in multilingual discourse, types of inferencing procedures at various stages of understanding are more frequently required than in monolingual ones.

### **Helen Renwick,**

#### ***Conventionalized expressions, background knowledge and common ground in letters-to-the-editor***(lecture)

This paper looks at the way conventionalized expressions (CEs) are used to evoke and manipulate the perception of shared background knowledge and common ground (Clark 1996; Stalnaker 2002) in letters to the editor in *The West Australian* newspaper. The evocation of background knowledge and common ground is critically important to the success of these letters. Writers begin by establishing the background to their letter: they

simultaneously take a position on their attitude to that background and also, often, acknowledge the existence of an alternative frame which constitutes a non-preferred (to them) common ground within the background. They then engage in a complex process using different devices to align themselves and their addressees against the non-preferred common ground. There is a range of addressees: authors may address not only an anonymous, mass audience but also specific individuals: 'in' and 'out' groups shift throughout the letter, and some CEs are associated with this process.

The broad question directing the work was "How do language users use CEs in the negotiation of background knowledge and common ground?"

Data for the work consisted of a corpus of letters to the editor collected between July and November 2010. Methodology involved the manual identification of CEs using guidelines developed by Wray (2008; Wray & Namba 2003) followed by confirmation and further analysis in the British National Corpus (2007), via Google, or using native speaker input. With Goldberg's constructional continuum in mind (Goldberg 2006), the CEs studied ranged from examples where lexical content is fully specified, to extended units of meaning (Sinclair 1991; 1994; 1996; 1996b) and CEs pre-specifying significantly less of the lexical component of the construction. The analysis drew on several research streams: the discourse functions of fixed expressions and idioms (Drew & Holt 1988; 1998; Fernando 1996; McCarthy 1998; Moon 1994; 1998; Strässler 1982); approaches to semantic prosody (Hunston 2007; Morley & Partington 2009; Partington 2004; Stubbs 2001); studies relating to evaluation generally and Appraisal Theory in particular (Martin & White 2005; Hunston & Thompson 2000); local grammars and patterns of evaluation (Hunston & Sinclair 2000; Bednarek 2009); and corpus linguistics in the Sinclairian tradition.

The analysis identifies CEs and grammatical structures which make the writer's preferred common ground accessible and attractive, and isolate or sideline non-preferred common ground; it identifies CEs with semantic prosodies used to evoke preferred or dispreferred construals; and it highlights the use of encyclopaedic compounds to strengthen the force of unsourced averrals.

**Stefano Rezzonico, Anne Salazar Orvig, Geneviève de Weck, Tiziana Bignasca, & Cristina Corlateanu**

***Using gestures and speech to give clues: Analysis of mother-child interactions with and without SLI*** (lecture)

During interactions with their mothers, children display different non-verbal behaviours in the accomplishment of the ongoing linguistic activity. Researches (McNeill, 2000, Kendon, 2004 among others) have shown that gestures are a complex component of communication, which involves different relations between interaction, cognition and language.

There are few studies on gesture in specific language impairment (SLI) and their results are controversial. On the one hand gestures seem to have a scaffolding role when children with SLI have to understand an utterance (Botting *et al.*, 2010) and SLI children tend to produce more iconic gestures. On the other hand, linguistic level does not seem to affect the gestural system (Blake *et al.*, 2008). The aim of this paper is to grasp the characteristics of SLI children's multimodal strategies and competences.

The study presented here is part of a larger research program. 43 French-speaking dyads have been observed: 25 mother-TD (typically developing) child dyads aged from 4 to 7 and 18 mother-SLI child dyads aged from 5 to 7. Mother-child interactions have been studied in a guessing game situation in which the participants, at turn, have to make the other participant guess an object drawn on a card by giving the relevant clues.

Thus, our research aims to study the nature of the relationship between gestural and verbal in the production of clues in the guessing game. Three main modalities were observed: clues are totally verbal, totally non-verbal interventions or combine both modalities. Five types of relationships between verbal and non verbal information have been distinguished: complementary (verbal information is completed by gestures), redundancy (verbal and non-verbal information overlap), independency (non verbal information is not related to the verbal one) and substitution (non-verbal information is produced instead of an expected or possible verbal utterance). The semiotic nature of the non-verbal behaviour was also analyzed (in terms of illustrative, deictic, mimetic or figurative, using the criteria proposed by Colletta, 2004).

Results shows the existence of both quantitative and qualitative specificities between dyads with SLI children and dyads with TD children while observing non-verbal productions in the guessing game situation: even though the guessing game stands out as an essentially verbal activity, it appears that children use gestures for the guessing clues more frequently than their mothers and that mother-SLI child dyads produce a higher rate of gestures than mother-TD child dyads do. In addition, results highlight several specific characteristics of SLI children. They seem to produce more deictic gestures and some of them use more illustrative gestures as substitutes for verbal utterances. The study also shows that, to some extent, dyads of both groups of population are heterogeneous, suggesting the existence of individual profiles evolving with age.

For example, the type and amount of gestural behaviour depend on the item that has to be guessed. Some items entail more frequently an illustrative behaviour.

**Maneenun Rhurakvit,**

***(Im)politeness as reflected in complaints in Thai and British English***(lecture)

Human interactions are expected to fulfil the functions of maintaining and enhancing a hearer's 'face' (Brown and Levinson, 1987). However, when perceived rights and obligations of interlocutors are in conflict, a possibility is that the hearer's 'face' at least may not be maintained. Complaining is a speech act employed by the speaker in order to regain the social balance which was previously violated by the hearer. As it serves to express the speaker's negative feelings about an offence or an offender, and to demand a remedial solution (Geluykens and Kraft, 2007), the speech act of complaining often results in the hearer's 'positive face' and 'negative face' being disrespected. The speech act of complaining is, therefore, considered as an act purposefully designed to attack 'face'. The focus of this presentation is to report on an analysis of responses to ten DCT scenarios produced by Thai speakers' and native English speakers' designed to elicit an act of complaining, in the light of impoliteness theories. The findings are in line with Meisl (2010) where it is confirmed that the conversational-maxim and the face-saving views of politeness are inadequate for analysing the speech act of complaining. As opposed to Brown and Levinson's (1987) assumption that complaints would contain fewer direct strategies and numerous mitigating devices for diluting the undesirable impact on the hearer's 'faces', the findings of this study, however, reveal that the complaining strategies selected by the two groups tend to be given directly, such as in the form of direct complaints, identification of problem, negative assessment, challenge and threat. The informants' preferences for these direct strategies (or what Bousfield (2008) has termed 'on-record impoliteness') are an indication that they do not follow Leech's (1983) Approbation Maxim. In addition, the informants frequently implement acts of complaining by using various intensifiers (such as swear words) and emotionally loaded adjectives and adverbs, instead of employing mitigating devices.

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Brown, P. and Levinson, S. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

Geluykens, R. and Kraft, B. (2007). Gender Variation in Native and Interlanguage Complaints. In: Kraft, B. And Geluykens, R. (eds.) *Cross-Cultural Pragmatics and Interlanguage English*. München: Lincom Europa, pp. 143-158.

Leech, G. N. (1983). *Principles of Pragmatics*. London: Longman.

Marja Ebba Meisl, 'Electronic complaints: An Empirical Study on British English and German Complaints on eBay' (unpublished doctoral thesis, University of Bonn, 2010).

**Caroline L. Rieger,**

***Queer Laughter or Queering Laughter? The performance of gender and sexual orientation in American situation comedies***(lecture)

In this paper, I will investigate the performance of gender and sexual orientation in American situation comedies, namely *Seinfeld*, *Ellen*, *Will and Grace* as well as *Big Bang Theory*. Situation comedies have been chosen not only because they have been declared one of the most popular genre on television but also "one of the most powerful sites for both discourse creation and discourse circulation" (Staiger 2) in today's society.

In April of 1997 when the very first lead character in a sitcom - Ellen Morgan played by Ellen DeGeneres - had her coming out, all America held its breath while the media were debating whether the country was ready or not. While one camp cheered the opposite camp created a new name for the actress who timed the coming out of her gay character to coincide with her personal coming out. Ellen DeGeneres became Ellen DeGenerate and subsequently disappeared from the small screen for a few years. Maybe America was not ready.

However, just a short time later U.S. television had its first successful gay comedy - *Will and Grace* - and same sex kissing, dating, love making and parenting swept into middle class family rooms. Since media critics are still discussing whether sitcoms respond to, reflect, or influence current social conditions, the question whether we laugh at or with queer folk in situation comedies is at the core of my analysis. For that purpose I use pragmatics, gender, queer, and humour theories to investigate the comic performance of gay, queer, straight, homofriendly and homophobic lifestyle, gender, heterosocial friendship, as well as the perception of and the reactions to these performances in the abovementioned sitcoms.

Staiger, Janet: *Blockbuster TV. Must-See Sitcoms in the Network Era*. New York and London: New York University Press, 2000.

**Carmen Rios Garcia,**

***Definiteness in L2 English: Parsing genericity***(lecture)

The source of linguistic knowledge that L2 learners of English draw upon has been the subject of recent studies on the genericity vs. the specificity distinction (Serratrice, Sorace, Filiaci and Baldo 2009, Ionin and Montrul 2009, Ionin, Montrul and Crivos 2009), the definiteness vs. specificity distinction (Guella, Déprez and Sleeman 2008), with some research having been carried out on comparisons between learners whose L1 has definite articles, e.g. Spanish, and those whose L1 lacks them (Ionin, Zubizarreta and Bautista Maldonado, 2008). The purpose of such studies has been to establish the extent to which a particular type of linguistic knowledge – L1-

transfer, L2-input, or Universal Grammar (UG) – seems to be activated in the acquisition of the English definite article. Ionin et al. (2008) argue that the three factors are present in L2 acquisition: transfer, access to semantic universals (UG) and fluctuation between two parameters (definiteness and specificity), and fluctuation resulting from input triggers.

In order to examine whether or not parametric differences in the encoding of referentiality affect the parsing of generic and specific nominals by L2 speakers of English, an online task was conducted amongst speakers of three definiteness-based languages. Reaction times and grammaticality judgements were recorded. It was predicted that the L1 Italian group would yield the longest reading times and the highest percentage of errors across all target sentences. Additionally, German speakers were predicted to struggle with sentences containing generic nominals for which German has the option of using the definite or the zero article. Longobardi's (1994, 2001) and Chierchia's (1998) accounts of generic reference provide the main theoretical background.

A higher concentration of longer reading times and/or errors in the target sentences would provide evidence of transfer. Should both L2 groups present longer reading times and errors across all categories (grammatical and ungrammatical target and filler sentences), it would be a sign that parameter resetting is not particularly significant and that differences between L2 and L1 performance would be better explained as the result of incomplete acquisition.

A further issue concerns the participants' sensitivity to grammaticality and ungrammaticality: it was predicted that all groups would take longer to judge ungrammatical sentences, with the L1 English yielding the shortest times and the L1 Italian, the longest.

The results showed that both L2 groups produced considerably more errors with the set of ungrammatical target sentences, particularly with the specific set. The Italian group presented the highest percentage, which confirms the predictions of the Full Transfer, Full Access Hypothesis (Schwartz and Sprouse 1994) that L1 interference may be operative in the end state. However, since all participants (including those in the control group) produced errors across all sentence types, consideration must be given to the possibility that shallow processing affects not only the end-state performance in L2, but L1 performance as well.

### **Judith Rochecouste, Jianwei Xu**

#### ***Pragmatic adjustments by international students at Australian universities***(lecture)

This presentation reports on two separate studies with remarkable synergies. Both conducted at universities in Australia, the research investigated the experiences of international students and, in particular, the motivational goals that impacted on their ongoing development of English.

The studies sought to investigate the students' agency or the strategies that these students employed to adjust their new learning environments. Underlying these different strategies were goals influenced by a complex of motivational constructs. The research findings show that where some students were motivated by the status of being an English speaker, especially in the home country, others were inspired by the desire to develop their identity as flexible bilinguals. Other students saw the ongoing development of their English as a problem-solving exercise or simply a means to an end, that is, a necessity for academic success. Yet others expressed a love of language in general, of the English language in particular, or a desire to learn about western culture wherein English was the *lingua franca*.

In brief, affective variables such as self-efficacy were deemed to be fundamental in these students' tenacity in coming to terms with their new environment: an environment where they frequently found that their existing communicative competence and prior learning experience were not sufficient to guarantee academic success. In these cases, the participants drew on their own agency to engage in situations which exposed them to opportunities to achieve their goals. Thus they deliberately, and often with considerable trepidation, embedded themselves new Australian contexts to extend their understanding of the way that English is used in Australian culture and in Australian universities.

Sadly, the data also showed evidence of students who could not manage these adjustments and suffered considerable anxiety and loneliness, in spite of being surrounded by English speakers.

The methodologies used for these two research projects, the students' pragmatic adjustments, and the range of strategies utilised to achieve the desired 'English speaker identity' will be presented.

### **Luisa Martín Rojo,**

#### ***The construction of ethnicity in the Spanish second language classroom: Mobilizing pragmatic resources***(lecture)

The interactional analysis of data gathered in a long term ethnographic study of Madrid schools reveals an increasing process of ethnicization . An examination of the processes and pragmatic resources mobilized in the interactions allows us to see the discursive moves through which ethnicization is constructed. Specifically, the analysis demonstrates the essentialising of ethnic groups through a process of categorisation whereby "essential" features are attributed to ethnic groups (such as "Centro Americans", "East Europeans", "Chinese" or "Moroccans"). It also shows the role of/effect on the teachers' and schools administrators' assessments and understanding of students' academic performance. The examination also reveals that pervasive comparisons and

inferential processes result in hierarchisation moves that assign some nationalities and ethnic groups a higher or lower value according to how culturally distant they are perceived to be from Spanish education and which aspects of their ethnicity are considered compatible with notions of school participation, their degree of “development” and the quality of previous schooling, as well as a sense of belonging to the Spanish nation and the European cultural world. Superiority and inferiority in this hierarchy are constructed in terms of cultural non-adaptability, derived from the inferior and essential features of the other’s culture. In this line the analysis of the argumentation schema shows that these “cultural” elements are often presented as the cause of the students’ academic failure. As it has been scholarly ascertained, colonial representation of former social agents remains active, albeit not to legitimise a colonial enterprise but rather to justify differences in expectations with regard to certain interactional practices. In short, postcolonialism creates its own subalterns.

The paper concludes by considering the role of two resources in the construction of the “Other” as a subaltern, the intersectionality of gender, religion, nationality, social class and ethnicity and, its relation to verbal hygiene

### **Tanya Romaniuk,**

#### ***Interviewee Laughter in Broadcast News Interviews***(lecture)

Since Jefferson’s (1979) pioneering work on the organization of laughter in interaction, a number of conversation analytic studies have considered laughter as a communicative action, which is influenced by and contributes to social interaction (e.g., Glenn 2003; Holt 2010; Jefferson, Sacks & Schegloff 1987). Although some of this work has been conducted on the use of laughter and its accomplishments within particular institutional domains such as medical encounters (e.g., Haakana 2002), and legal and workplace contexts (e.g., Glenn 2010), laughter in broadcast news interviews has not previously been explored. As such, this paper adds to the existing body of conversation analytic work on laughter in institutional environments by examining the practice of interviewees laughing during and in response to interviewer questions prior to providing a substantive response.

Examples are drawn from a large corpus of news interviews in the United States and Canada, with the majority of examples from 2007 onward. In particular, I explore two sequential environments involving interviewee laughter: first, laughter that begins and ends within the interviewer’s turn constructional unit (i.e., during the interviewer’s question), and second, laughter that occurs at question completion, and, as a preface to verbal responses. I argue that in the first environment, laughter can be understood as a powerful interactional resource, in that interviewee laughter constructs an audible orientation to the interviewer’s talk while technically abiding by the normative interactional framework for news interviews (Greatbatch 1988). That is, interviewee laughter in this context is neither heard nor treated as interrupting. Analysis of interviewee laughter in the second environment reveals an understanding of how interviewees treat interviewer questions; specifically, interviewee laughter in response to questions that appear non-humorous treats them as laughable and acts as an implicit commentary on the question, or some aspect of it.

Ultimately, the analysis seeks to extend our understanding of laughter both in terms of its systematic organization and its social and communicative functions, particularly in a context in which interactional roles are also shaped and constrained by institutional identities. Correspondingly, it will also offer some important implications for subsequent analyses of laughter in broadcast news interviews as well as other interactional contexts.

Glenn, P. J. 2003. *Laughter in interaction*. Cambridge: CUP.

Glenn, P. J. 2010. Interviewer laughs: Shared laughter and asymmetries in employment interviews. *Journal of Pragmatics*, 42 (6), 1485-1498.

Greatbatch, D. 1988. A turn-taking system for British news interviews. *Language in Society*, 17, 401-430.

Haakana, M. 2002. Laughter in medical interaction: From quantification to analysis, and back. *Journal of Sociolinguistics*, 6(2), 207-235.

Holt, L. 2010. The last laugh: Shared laughter and topic termination. *Journal of Pragmatics*, 42 (6), 1513-1525.

Jefferson, G. 1979. A technique for inviting laughter and its subsequent acceptance/declination. In G. Psathas (Ed.), *Everyday language* (pp. 79-96). New York: Irvington.

Jefferson, G., Sacks, H., & Schegloff, E. A. 1987. Notes on laughter in the pursuit of intimacy. In G. Button & J. R. E. Lee (Eds.), *Talk and social organisation* (pp. 152-207). Clevedon: Multilingual matters.

### **Kathryn Roulston,**

#### ***Interactional problems in research interviews***(lecture)

Researchers have applied ethnomethodology and conversation analysis to examine a range of interview data, including open-ended and standardized survey interviews (Baker, 2002; Houtkoop-Steenstra, 2000; Hutchby & Wooffitt, 2008; Roulston, 2006; Suchman & Jordan, 1990). This work aligns with methodological literature that views research interviews as socially situated and local accomplishments (Holstein & Gubrium, 1995). This paper explores sequences in which interactional problems between interviewees and interviewers occurred. These are marked by disfluencies in talk, including delays, re-starts, pauses, and repairs within an environment in which interviewees performed dispreferred actions, such as asking questions of the interviewer, declining

invitations to elaborate on questions posed, or providing minimal responses. Data are drawn from a 3-year qualitative evaluation of a 3-year federally-funded training program in Integrative Medicine at a Family Residency in the US conducted from 2007-10. Excerpts are drawn from a corpus of individual research interviews (n=77) conducted with 57 people.

Using a constructionist conceptualization of interviewing, this paper examines the conversational resources used by speakers to work through interactional problems. The paper argues that interactions in which interviewees choose not to elaborate, or challenge interviewers by asking questions provide valuable insights into research topics that complement the “rich” descriptions that are usually sought by researchers in evaluation projects. By examining *how* speakers work through these interactional problems, researchers can identify trouble sources, including those points when interviewers’ and interviewees’ assumptions concerning research topics and agendas do not align. Further, researchers can identify important issues for further exploration by closely examining issues made relevant by research participants, although possibly extraneous to researchers’ initial agendas. This analysis demonstrates the artful ways in which interviewees resist guidance on topics of talk by the interviewer and in doing so, set their own agendas for talk. The findings of the paper also underscore the collaborative work that is necessary to do research interviews. This examination of interviewers’ and interviewees’ talk shows that the accomplishment of both intersubjective understanding and generation of data for topical analysis is sensitive work to which speakers keenly attune on a turn-by-turn basis.

**Juana Salas Poblete, Katharina J. Rohlfing, & Frank Joublin**

***Learning manipulated pragmatic frames in triadic interactions***(poster)

When children learn new words they need to make use of the pragmatic frames in which the words are presented (Tomasello, 2003). So far, frames have mainly been studied in situations, in which the child is directly addressed.

In our study, we want to investigate how children make use of pragmatic frames displayed in triadic interactions. Are they able to understand and learn from the observed interactions? And if not: How do they deal with them? Do they withdraw from the situation or do they try to imitate the behaviour of the communicator in order to keep the interaction going? To shed some light on these questions, we based our operationalization of pragmatic frames on approaches from developmental psychologists as Tomasello and Fogel. We designed familiar and unfamiliar frames, using the latter to complicate the task for the children. Here, the basic logic is to place children in situations in which they cannot rely on their prior knowledge. Instead, they depend on extracting more information from the observed interaction in order to cope with it. Our hypothesis is that there are two learning mechanisms at work: one transfer mechanism that allows children to benefit from their prior knowledge and one simple imitation mechanism that allows children to keep an interaction going even if they are not sure about how to behave appropriately. We expect the first mechanism to be active in the familiar condition. The imitation mechanism on the other hand is supposed to flash into action when the transfer mechanism fails, i.e. in our unfamiliar condition.

We conducted an interaction study teaching 30 children aged 25-28 months new words of two different levels of difficulty. On the one hand, we taught them nouns (earring, belt-buckle and brooch), and on the other hand number words (four, twenty and a hundred). The words were presented within two different pragmatic conditions: observing teaching situations within familiar frames and observing teaching situations within unfamiliar frames. Subsequently, we tested word production.

Mann-Whitney tests showed no significant differences in learning success comparing the familiar and the unfamiliar conditions ( $U = 73.5, p = 0.08$ ). Note that we tested two different word classes as we expected them to reflect different degrees of difficulty. We, therefore, looked closer into the different word classes. Here, we found no significant results for the easier to learn nouns ( $U = 112.5, p = 1.0$ ). As for the more difficult number words, however, there is a significant advantage of the unfamiliar over the familiar frame ( $U = 60, p = 0.01$ ).

In conclusion, our results show that the unfamiliarity of a frame does not trigger a child to withdraw from an interaction. Instead, the children tend to use imitation in order to keep the interaction – and with it the possibility to learn – going. Imitation, therefore, qualifies as a powerful tool to acquire the very first insights into unfamiliar situations.

**Anne Salazar Orvig, Stéphanie Caet, Cristina Corlateanu, Christine Da Silva, Rouba Hassan, Julien Heurdier, Jocelyne Leber-Marin, Marine le Mené, Haydée Marcos, & Aliyah Morgenstern**

***Referential and Interlocutive Factors in the First Uses of Determiners***(lecture)

The present paper explores the role of pragmatic factors in the choice and distribution of determiners in children's discourse. Studies on determiners generally focus on either pragmatic dimensions or formal dimensions. Research on the onset of determiner use (e.g., Pine & Lieven 1997; Bassano et al. 2008; Valian et al. 2008) has not considered pragmatic factors. Research dealing with the pragmatic dimension (e.g., de Cat, 2004; Gundel, 2007; Rozendaal & Baker, 2008) assumes the existence of the determiner category in children's emerging grammar. A previous analysis of the speech of children between ages 1;10 and 3;0 showed that

indefinite determiners were used to label, and to introduce new referents, and that definite determiners were used in subsequent mentions of a referent and for previously known referents. But this productive contrast cannot be fully confirmed because the overlap rate is not high enough: the same nouns were seldom used with both definite and indefinite determiners by the same child in the same session. The rate of overlap and the frequency of rote learning (Pine & Lieven 1997; Vallian et al., 2008) are often used as the main criteria to establish whether young children master the determiner category. However, these analyses only concentrate on the syntactic dimension, without bringing the referential and pragmatic aspects of the category into the picture. More specifically, the following questions must be addressed: is there a pragmatic/discursive necessity for a speaker to display a paradigmatic contrast (overlap) in a single session? In which conditions would repetitions of the same determiner or overlaps be pragmatically appropriate? In other words are determiners repeated because the child does not have the choice to combine the noun with another determiner or because it is pragmatically compulsory?

This study has been conducted on a corpus of 25 French-speaking children, between 1;10 and 3;0, in natural dialogue situations. 1135 adult like determiners were studied from a total of 2480 noun phrases. The analyses show that the absence of overlap can be explained by discursive-pragmatic factors such as the position of the noun phrase in the referential chain or in the interlocutive sequence. On the other hand, topical development is expressed by other referential expressions such as pronouns and does not entail the use of a different determiner. The discussion focuses on the intertwining of pragmatics and grammar and the role of pragmatics in language acquisition.

**Christina Samson,**

***Museums on the Internet. Semantic sequences representing space and interactional organisation of description and collection webpages***(lecture)

Museums have for long been viewed as spatially isolated places juxtaposing incompatible objects and discontinuous times (Foucault 1998), wherein material evidence has been exhibited, collected, preserved, and studied. Museums have been mainly addressing elitarian audiences but neoliberal notions of culture are gradually turning them into active cultural agents exploiting, as many companies do, the use of the Internet by creating websites to communicate with a vast heterogeneous public (Samson forthcoming a).

Museum websites are interactive spaces wherein the combination of visual and verbal components of multimodal communication allows to engage web surfers for more than one communicative purpose at a time. Hyperlinking interactivity enables browsers to pick up searched information and skip to another page/section, connect textual informational nodes inside a text, or to link a given text to other texts through external links, thus determining both non-linear reading paths and an interactional organisation of the place (museum webpages). Such processes are constructed in terms of physical space entailing the use of frames of reference (Levinson 2003) expressed through deixis including the use of expressions directing the browser through the museum's space. In websites spatial deixis is particularly ubiquitous, as it anchors participants in a shared space (Benwell, Stokoe 2006) through linguistic qualities and technological properties.

Despite growing interest in the effects of new technologies on written communication, museum websites have received limited attention (Bondi 2009; Samson 2010). This paper, therefore, attempts to shed light on the semantic sequences encoding the representation of space and the interactional organisation of museum descriptions and collections forming a small specialised corpus of Italian and South African museum websites.

The methodology adopted is mixed. Drawing on Hunston (2008), quantitative analyses of the corpus focus on the groups of semantic sequences associated with core keywords typifying museum descriptions and collections. The qualitative analysis proceeds by analysing the formal and meaning patterns in the most frequent semantic sequences in the corpus to answer the following questions: How is space represented through semantic sequences in the corpus? How do the semantic sequences represent the interactional organisation in museum descriptions and collections in the corpus?

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**Tetsuya Sato,**

***Multiple pragmatic meanings online: The formula Yoroshiku/o-negai shimasu 'Thank you in advance' in personal ads in Japanese***(lecture)

This study explores multiple pragmatic meanings of the formula *yoroshiku/o-negai shimasu* ‘thank you in advance’ in online personal ads in Japanese. It shows that this formula can be both positive and negative politeness strategies (Brown & Levinson, 1987) simultaneously, when it is used in certain genres, such as personal advertisements seeking friendship, a date, sex, and other relationships. The formula is one of the most commonly used expressions in Japanese personals, including *Excite Friends*, *Match.com*, and *Yahoo!Japan paasonaruzu*. Out of 1600 ads collected from these websites, 463 of these ads explicitly indicate the gender of advertisers’ ideal partner and the formula (and its variations) appears at least once in approximately one quarter of those ads (25.3% - 117 out of 463). In prior research, the formula *yoroshiku/o-negai shimasu* (lit. ‘I humbly request’) has been described as an expression that functions in various ways, such as a ‘relation-acknowledgement device,’ or one in which the ‘junior’ speaker displays his/her dependence upon the ‘senior’ addressee (Matsumoto, 1988), a ‘debt conscious choice,’ or one in which the speaker acknowledges being ‘a debtor’ to the hearer (Ohashi, 2003), and a token of ‘the speaker’s appreciation of the hearer’s social persona’ (Pizziconi, 2003). All of these functions point to the formula as a positive politeness strategy, rather than a negative one. In contrast, Obana (2010) distinguishes between two functions of the formula and argues that it is ‘phatic communication’ (Laver, 1975) when it is used in an introductory greeting, whereas when it is used as part of making a request, it is not an imposition but a socially expected practice granted to the speaker in certain *tachiba*, or ‘one’s social selves identified through interpersonal relationships’ (p. 59). The implication is that this formula is neither an instance of positive nor negative politeness. This paper argues that this formula has multiple pragmatic meanings, as discussed by Takekuro (2005), and that it can realize both positive and negative politeness strategies, even at the same time. By deploying the formula *yoroshiku/o-negai shimasu* writers of personal ads can offer the target (desired) readers an option to reply, which functions as an implicit no-response request for non-target readers, as follows from a female writer:

*Nijuyon-sai kara sanjuuni-sai made no mikon no kata nara,*  
24-years-old from 32-years-old up-to GEN unmarried GEN person-HON if  
*danjo towazu yoroshiku o-negai shimasu.*  
men-women regardless well request-HUM-POL

*If [you are] between 23 and 32 years and have not married before, regardless if [you] are male or female, I'll be waiting to hear from you [but I won't if you aren't].*

In this personal ad, the formula is part of a request and has two pragmatic meanings. For the target readers (age 24-32; both female and male), it is the writer’s offer and request for a response (‘I’ll be waiting to hear from you’), whereas for all other readers, it implies exclusion and request not to contact (‘[but I won’t if you aren’t]’), which is essentially imposition. Implications for politeness theory and for further studies will be elaborated.

### **Ali Saud Hasan**

#### ***The Interrelationship between Teachers' Beliefs, Knowledge and Practices of Syrian Teachers of English***(lecture)

This research paper is part of an investigation of the interrelationship between the beliefs, knowledge and practices of teachers of English in Syria. The paper not only documents the stated beliefs of Syrian teachers, but also correlates them with their prior knowledge and actual classroom practices in order to see the convergence or divergence between their beliefs and practices.

A questionnaire which consisted of 22 questions (both closed and open-ended) was distributed to 185 Syrian teachers of English at the basic education and secondary school levels. Data from the teachers' questionnaire and interviews were collected and analysed for the purposes of the investigation.

The findings of the study show that teachers' practices were influenced by their perceptions and judgements. In particular, there are positive correlations between teachers' beliefs of the important factors in deciding what and how to teach, areas of property in teacher, roles of teachers and learners their views of the communicative approach and of intercultural contest and their practices. In conclusion, the paper suggests that teacher's attitudes and beliefs should be taken into consideration in teacher training programmes.

### **Jana Scheerer,**

#### ***The Construction and Negotiation of Perspectives in Political Audience Participation Talk Shows on German TV***(poster)

Today, political debate shows on TV are an important site for political communication in all western democracies. While some formats feature discussions between politicians and journalists, others rely on audience participation. These “hearings” (Burger 1989) focus on the encounter between politicians and citizens. This constellation exhibits specific interactional patterns that are different from those of politician-politician and politician-journalist interactions.

One of these patterns – the interactional construction of and negotiation between different perspectives – is the focus of the proposed paper. In politician-politician interactions, diverging perspectives are often highlighted by the participants (Tittula 1997). This is not the case in politician-audience member interactions.

Using excerpts from the German TV-hearing “ARD-Wahlarena”, the construction and negotiation of

perspectives will be described from a conversation analytic perspective. In this show, which was broadcasted on public television during the Bundestagswahl-campaigns 2009, audience members are seated in a circle around a politician, who answers their questions.

In the analysis, the following questions will be addressed:

- (1) Which perspectives are constructed, using which communicative resources?
- (2) How are shifts in perspective achieved?
- (3) How are diverging perspectives negotiated?
- (4) How do the constructed perspectives function to position speakers?

The analysis is based on the definition of “perspective” outlined in Hartung (1996). Perspective is understood as a locally and interactionally achieved construction (ibid.).

The analysis shows that in their questions, audience members make relevant political perspectives, but also perspectives of personal affectedness. In their reactions, politicians either take up the personal perspective or the political perspective, or negotiate between the personal and the political. These shifts of perspective are often downplayed by politicians, using specific resources, e.g. prosody. However, there are also cases of marked perspective divergence. By adopting the audience members' perspectives, politicians display understanding, but also shift responsibility for potential political problems to the individual level. Hartung (1996) claims that only the construction and negotiation of diverging perspectives is interesting from a rhetoric point of view. In the analyzed context, not only the construction of diverging perspectives, but also that of perspective adoption has to be seen as a rhetoric device.

The study presented is part of a larger project on German political participation shows that builds on conversation analytic work on audience participation shows (Hutchby 2001; Simon-Vandenberg 2007).

### **Andreas Schramm, Jonna Meidal**

#### ***An exploratory study of the promotion of adult interlanguage pragmatic comprehension in narratives via visually enhanced verbal aspect information***(poster)

This presentation describes an experiment to promote the interlanguage pragmatic comprehension of young adult learners of English via the visual enhancement of lexical and morphosyntactic information in 16 short narratives whose outcome differed depending on the causal inferences drawn from two different linguistic aspects, based on information elicited from verbal protocols of their processing and supplemented with question-answering information on their noticing of the enhancements and their comprehension of aspectual meanings.

20 college age high-proficiency learners of English (12 females, 8 males) from 12 different first languages participated in two groups reading narratives with either perfective or imperfective aspect. Processing data was collected from short-term (STM) and comprehension data from long-term memory (LTM). Overall mean scores did not indicate that our visual measures proved effective in getting participants to notice, process, and comprehend the aspectual differences in STM or LTM. However, a subset of mean STM scores taken immediately after reading the critical aspectual sentences indicates that the awareness of aspect increased, but only for a short while and on a small scale. The difference between learners' reference back to the visually enhanced critical sentences in the two aspectual conditions was statistically significant. Similarly in LTM, there was a marginally significant difference between aspects in references to the critical sentences. Furthermore, answers to a post-reading questionnaire reflect that participants noticed visual enhancements 100% of the time and word level as well as morphological patterns 82% and 36% of the time respectively, and thus were potentially able to process aspectual meanings. These processing patterns provide some evidence for the development of instructional materials and strategies to facilitate the acquisition of meaning-based inference generation in narrative comprehension by adult learners of English.

### **Ulrike Schröder,**

#### ***Metaphorical blends and their function in discourse about society: A cross-cultural study***(lecture)

This paper focuses on the different ways in which metaphors are developed in German and Brazilian discourse about current society based on a corpus composed of four discourse genres – spoken interviews, written interviews, newspaper articles and non-fictional books. In the first phase of the study, a more quantitative approach was used in order to focus on the differences between the use of image schemas and conceptual metaphors (LAKOFF & JOHNSON 1980; 1999), and the results revealed that image schemas tend to be more mixed and dynamic in the German corpus as compared to the Brazilian corpus. Furthermore, the conceptual metaphors business, building, game, and observation are more frequent in the German corpus, whereas in the Brazilian corpus there is a higher use of personification, stage, flora, family, and war. In the second phase, which was based on a more micro analytic and communicative approach, we focused on ‘highlighting’ and ‘hiding’ effects connected to certain ideological backgrounds, strategic aims and speech functions that are linked to preferences for certain metaphors. Special attention was paid to some culture-specific ‘mixed metaphors’ (LAKOFF & JOHNSON 1980), which can be better described as blending scenarios or ‘integration networks’, according to Fauconnier & Turner (2002, 2008). At this point, the results showed that Blending Theory must be

expanded to incorporate a semiotic-contextual perspective including elements such as 'Relevance Space' (BRANDT & BRANDT 2005) in order to grasp culture-dependent variation and involved speech functions exhibited by real speakers/writers and listeners/readers in specific communication situations. Our study concludes that there is a tendency for more dynamically composed image schemas, which seem to be in constant movement in the case of the German examples as opposed to the Brazilian scenarios. This might be explained by real-life transformations recently experienced by German society, turning schemas such as scale or container upside down. In contrast, in the Brazilian corpus blendings tend to show higher plasticity than schematicity through the more frequent use of personifications. This might be related to cultural aspects such as the use of analogies between Brazil and distorted creatures as a means of self-description in Brazilian literature or cultural treatises.

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Lakoff, G.; Johnson, M. *Metaphors We Live By*. Chicago: The University of Chicago Press, 1980. 256p.

## Tohru Seraku,

### *Copula Sentences in Japanese and the Semantics-Pragmatics Interface*(lecture)

1. Introduction Japanese copula sentences have various functions, such as (2) and (3).

(1) [*Ken-ga tatai no*]-*wa Tom da* .

[*Ken-nom hit no* ]-*topic Tom copula*

(2) 'It is Tom that Ken hit.' (specificational)

(3) 'The person Ken hit is the same person as Tom.' (equative)

What has not previously been noted is that *no* has some connotation (e.g. "derogatory") in (3) but not in (2). One could argue that *no* is complementizer in (2) and pronominal in (3), given that pronominal *no* has a connotation when it refers to human (Kuroda 1992). This paper, however, proposes a more explanatory analysis from the dynamic perspective of the semantics-pragmatics interface (Dynamic Syntax (DS); Cann et al. 2005): semantic/pragmatic representation is built up incrementally as a string is parsed word-by-word.

2. Analysis Following Cann et al. (2005), this paper regards *no* uniformly as a nominalizer which copies a type-e term within a proposition. I then propose the following:

(4) The distribution of connotation is reducible to a parser's choice regarding the type-e term to be copied.

The parsing of *Ken-ga tataita* in (1) yields the proposition  $hit'(\epsilon, x, hit'(x)(Ken))(Ken)(t, x, E(x))$ . ( $\epsilon$  is an existential operator that binds a variable  $x$ .  $t$  is an iota operator that binds a variable  $x$ .  $E$  is an event predicate.) In this proposition, there are two type-e terms:  $(\epsilon, x, hit'(x)(Ken))$ , which denotes a person whom Ken hit, and  $(t, x, E(x))$ , which is an event variable. Thus, the parsing of *no* leads a parser to copy either of these. If the former term,  $(\epsilon, x, hit'(x)(Ken))$ , is copied, the "equative" reading (3) emerges; that is, a person whom Ken hit is "equated" with Tom. Alternatively, if the latter term,  $(t, x, E(x))$ , is copied, the "specificational" reading (2) emerges; that is, with respect to the event in which Ken hit  $x$ ,  $x$  is "specified" as Tom. In this way, the distinct readings in (2) and (3) are modeled as a difference in the term to be copied. This difference also accounts for the distribution of connotation. In (2), what is copied is  $(\epsilon, x, hit'(x)(Ken))$ , which denotes human. It is reasonable to assume that *no* primarily denotes "things", and if it denotes human, it yields connotation as a result of pragmatic inference since s/he were treated as a thing. This pragmatic inference does not occur in (3), since what is copied is  $(t, x, E(x))$ , which does not denote human.

3. Conclusion Specificational/identity functions are handled uniformly by the single item *no*, and the distribution of connotations is explained in terms of the dynamic view of the semantics-pragmatics interface.

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## Olcay Sert, Gudrun Ziegler, & Natalia Durus

### *Wisollechsoen?: Plurilingualism as a pedagogical resource in EAL classrooms in*

#### *Luxembourg*(lecture)

Luxembourg is a multilingual country with three official languages (Luxembourgish, French and German), which are well integrated into schooling system. Therefore, the adolescents learning English as an additional language and local teachers are interactionally competent in many languages that results in a considerable amount of code-switching (CS) in language classrooms. This study investigates the sequential organisation of teachers' and students' orientations to the alternative choices of languages in EAL classrooms from an applied Conversation Analysis (CA) perspective. The research draws upon transcriptions of 17 hours of video recordings that were collected over an eight-week period in 2010 in a government school in Luxembourg. The reason for

adopting a CA methodology is that “ the meaning of CS must be interpreted with reference to the language choices in the preceding and following turns by the participants themselves, rather than by correlating language choice with some externally determined values” (Wei 2002, p.164).

Although there is a growing body of research focusing on CS in classrooms, only a handful of researchers investigated the meaning and functions of CS using a CA methodology (e.g. Slotte-Luttge 2007, Bani-Shoraka and Jansson 2007, Unamuno 2008, Ustunel 2009). Furthermore, only a couple of papers (e.g. Ustunel and Seedhouse 2005) have stressed the “*reflexive relationship between pedagogical focus and interaction*” (Seedhouse 2008, 2010) in order to understand classroom CS. We argue that CS is oriented to by the participants as a context dependant and context renewing resource through which the teachers and learners enact learning and teaching related, as well as interactionally relevant understandings and behaviors. The findings indicate that (1) the teacher has different orientations to student initiated CS in different classroom contexts (i.e. in meaning and fluency or form and accuracy contexts; Seedhouse 2004), which is observable through preference organization and repair initiations. Additionally, (2) teacher-initiated and teacher-induced instances of CS (Ustunel and Seedhouse 2005) are found to be facilitators that create opportunities for learning by resorting to other shared languages. Finally, (3) although the teacher sometimes confirms monolingualism (English only) as the norm in the classroom (Slotte-Luttge 2007), there is a much higher tendency of accepting different language choices as long as the pedagogical agenda is pursued. All in all, the presentation will aim at giving implications for classroom language learning and teacher language education in multilingual settings. It will also be argued that the theoretical and methodological framework of this research has the potential to inform further research due to its robust analytical richness, and due to its sensitivity to multimodal resources in investigating classroom discourse and CS from a CA perspective.

**Yuka Shigemitsu,**

***Different paths to co-constructing topic development in Japanese and English: Function of Questions in conversation*** (lecture)

The purpose of this presentation is to show some of the differences between Japanese conversational style and English conversational style. As FitzGerald (2003) stresses, the elements of conversational styles are culture bound and the source of many problems. According to her, the differences of conversational styles can have negative effects on interpersonal relations. For this presentation, the strategies to get to know each other for the first time meeting are focused. The data analyzed are three participants conversation which were collected and recorded in Japan, UK, USA and Australia to compare Japanese conversational style and common core of English conversational style. All participants are male and have never met each other before. First time meeting conversation has an important role to build up relationship with others and maintain it during the conversation and sometimes for their future lives. Some contrastive features are illustrated. Japanese conversation tends to be non-interactive conversation. However, English conversation tends to be interactive conversation. For example, in Japanese conversation, it is often found that one particular participant has a fixed role of speaker and the other participant(s) listen(s). Japanese data shows that participants do not exchange talk interactively. The person talking holds speakership on some subject matter, such as a completed narrative story. Meanwhile, listeners wait for the current speakership holder to give termination cues which mark that the speaker is finishing his or her subject matter. Remaining to listen is a way to show that they enjoy the talk of the current speaker. On the contrary, in English conversation, participants often ask question and make comments to each other. The differences lie in their different perspective of asking questions. Japanese people tend to believe asking questions and making comments are impolite, so they try not to ask questions during the conversation, especially at the first meeting session. In English, asking questions extracts deeper and more precise information and making comments shows their interest to the other person. These are how Japanese and English native speakers facilitate favorable human relationships, respectively In the presentation, these contrastive features between Japanese conversations and English conversations are illustrated. Finally, I will analyze why intercultural communication succeeds or fails among native English speakers and Japanese speakers by looking at intercultural data of Japanese speakers conversing with native English speakers in English. The Japanese speakers in intercultural setting usually speak English with norms of Japanese. This behavior does not satisfy English native speakers and sometimes makes the building up a favorable relationship difficult. Thus, culturally bounded conversational styles are not aware among participants. This presentation will contribute to build up intercultural human relationship.

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Shigemitsu, Y. (1993). The role of speakers and listeners in Japanese conversation: Is harmony restriction? *Academic Report: Tokyo Polytechnic University* 16(2), 9-16.

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**Kazuko Shinohara, Yoshihiro Matsunaka, & Youhei Tsuji**

### ***Visual metaphors of emotion in Japanese comics***(lecture)

This study aims to demonstrate that Japanese readers and writers of manga (comics) use their tacit knowledge of multimodal conceptual metaphor EMOTIONS ARE METEOROLOGICAL PHENOMENA. Specifically, we explore how visual symbols of various types of weather are used in manga and how they affect readers' interpretation of a person's emotional state. Knowledge of how to interpret visual symbols of weather may be one of the key skills to comprehend Japanese manga effectively.

Along the line of Conceptual Metaphor Theory (Lakoff and Johnson 1980, 1999; Kövecses 2000, 2005; etc.), Forceville suggests that metaphors can occur non-verbally and multimodally as well as linguistically, sharing the same fundamental motivation. This has been demonstrated by the studies of emotion metaphors that are instantiated multimodally (Forceville 1994, 1999, 2005 2006). In Japanese manga, emotions can be expressed visually by means of pictorial weather symbols as well as by a person's facial or bodily states (Shinohara and Matsunaka 2009). Building upon these previous studies, we empirically demonstrate that Japanese people actually use pictorial weather symbols when they interpret a person's emotional state.

We first show examples of pictorial metaphors of emotion in Japanese manga. These samples show that the EMOTIONS ARE METEOROLOGICAL PHENOMENA metaphor, which can be found in verbal metaphors in Japanese, is also instantiated by pictorial metaphors in manga. Then we empirically demonstrate that weather symbols are actually interpreted as a person's emotional state, by way of a questionnaire-based experiment. In the experiment, participants (native speakers of Japanese) were shown pictures of a person with no facial expression, accompanied by one of the three visual signs of weather [sun / rain / thunder] in the background. At the same time they saw one of the three emotion words [ureshii (happy) / kanashii (sad) / okotteiru (angry)], and they judged how the word matched the person's emotion on a five-point scale. The statistical analysis showed significant effects of weather: participants judged the person in the picture happier when the sun is drawn in the background, sadder when rain is drawn, and angrier when thunder is drawn. These results show that Japanese speakers actually use visual information of weather in interpretation of a person's emotion when they see a picture. This effect seems to be often deployed in Japanese manga; pictorial representations of weather are used to indicate a person's emotional state.

We are now conducting the same experiment with English speakers. If it turns out that both speakers interpret weather symbols as emotions to a comparable degree, it may imply some universality; if it turns out otherwise, it may be specific to Japanese to interpret weather as a person's emotion. In the latter case, having the knowledge of this metaphor and the facility of interpreting a person's emotion using visual information of weather may be one of the key skills for foreigners to comprehend Japanese manga effectively.

### **Martha Shiro, Rosa Graciela Montes**

#### ***Spanish speaking children's stance-taking in oral interaction***(lecture)

The purpose of this study is to examine the development of children's argumentation skills, focusing particularly on the stance-taking strategies they use in oral interactions. For this purpose we analyzed the transcripts of joint, collaborative activities, in which 15 Spanish speaking Mexican children, aged 5 to 12, were playing computer games in pairs (sometimes with the presence of adults and other children). By means of verbal interaction, the children needed to negotiate their control over the computer, they had to solve game related problems, and to resolve conflicts in order to successfully complete their activity. As all participants felt highly motivated to play the computer games, their spontaneous conversations reflected how they intended and/or succeeded in modifying one another's behavior. Our main focus in this study is to analyze children's participation in verbal confrontations (i.e. sequences of disagreement in which one participant takes the role of a proponent and the other that of an opponent) in order to describe the argumentative strategies and the evaluative language used as they take a stance and position themselves in these roles. The questions that guided our research are the following: a. How do the argumentative sequences initiate, unfold and close? b. By what linguistic means do participants signal disagreement with the previous speakers? c. What strategies are used to reach consensus? and d. How is the confrontation resolved when no consensus is reached? We identified the sequences of disagreement in each transcript, by marking their beginnings and endings. In each sequence, the opponent's utterance was analyzed in functional terms (speaker's intent, type and degree of disagreement). Then, the previous speaker's contribution was described in similar terms with the purpose of accounting for the utterance which triggered the disagreement. Subsequently, we examined the remaining utterances and decided whether the confrontation was escalating or winding down. We looked at uses of evaluative language such as negatives, interrogatives, expressions of epistemic and deontic modality, evidentiality, mitigation). Our findings suggest that boys and girls engage in different types of disagreement. Girls reach a consensus in shorter exchanges, use questions more than imperatives when they confront the previous speaker. In older children, these different styles of confrontation become even more marked. Younger children, particularly boys, tend to use gestures or body movement to modify the interlocutor's behavior (e.g. pushing the other child's hand, when they want to take control of the mouse). They also tend to use more aggressive terms when they address their partners. This study can shed light on how children problematize a situation and how they structure their verbal confrontations at different ages.

### **Janice H. Silva de Resende Chaves Marinho, Julia Ferreira Veado**

***Studying connective expressions occurring in written Brazilian Portuguese***(poster)

Our paper presents a study about the use of some Brazilian Portuguese expressions which seem to assume a role in expressing discursive relations. Such expressions are not considered conventional markers of discourse relations. They cannot as well be replaced by discourse markers or connectives which have already been listed in our grammar so as to reveal the same relationships that were present, keeping the value of argumentative texts in which they meet. The aim of our study is to investigate the use of some expressions that occur in written opinion texts published in Brazilian newspapers. The expressions whose properties we investigate so far and choose to present in this paper are: *seja como for* (similar to *either way /in any case*), *do que dá prova* (similar to *which proves that*), *na verdade* (similar to *in fact*) and *com efeito* (similar to *indeed*). The analysis we present focuses initially these expressions in terms of syntactic and, subsequently, in semantic and pragmatic perspectives. For this analysis, we adopted the parameters used by Rossari (2000, 2006, 2007), who studied discourse relations and discourse connectives taking a lexical semantics point of view. We focused our attention on structures extracted from the opinion texts where it was possible to link each information unit connected by the expression with an utterance. We adopted the classical distributive methodology, that consists in controlled variation of the linguistic contexts in which these expressions occur. With this procedure, it was possible for us to investigate the factors to which the expressions were sensitive and to deduce from them the semantic type of the entities they relate. We then try to identify the semantic constraints conveyed by the expression on the left as well as on the right context. Our main interest with this study has been to investigate the linguistic properties of these expressions that can legitimate their belonging to the class of connectors.

**Sonia Silveira, Simone Muller Costa**

***Rhetoric questions in answers: A covert way to evade from questions***(lecture)

This study investigates the answers given during a political interview and in two conciliation hearings at PROCON, the Brazilian official bureau of consumer's protection. The activity of answering is analysed as being the second part of a pair of question-answers or as being related to other actions that project it. Our object of study is what we call "non-answers", more specifically, evasive answers. We have observed that, in these contexts, the respondents frequently built "unsatisfactory" answers in relation to what had been asserted or presupposed by the questions performed. Thus, we have tried to check the relation between the nature of these questions in these contexts and the type of answers built; to what extent the institutional context influenced the production of "non-answers"; professional/personal reasons which could contribute to the production of "non-answers". We have adopted a qualitative and interpretative approach for the generation and analysis of the data, which are consistent with the theoretic-methodological perspectives of an Interactional approach in studies of discourse. The results of this study show that discursive practices of "non-answers" must be analyzed in a situated way, sequentially, without ignoring, however, that its use can be determined by contingences of macro-contextual nature. The type of activities studied here - political interview and conciliation hearings - play a relevant role in the strategic and rhetoric use of either overt or covert evasive answers in order to attend the participants' communicative goals, which are generally conflicting. Our analysis calls the attention to the use of rhetoric questions in answers as a kind of covert evasion with two main functions in the contexts studied: that of changing the focus of the question and that of contesting the point of view or the relevance of the information held on the question.

**Anne Smedegaard,**

***Genre, text and context - Genre comprehension in upper secondary schools in***

***Denmark***(lecture)

The pragmatic genre approach (Berkenkotter & Huckin, 1995; Miller, 1984) and its focus on the relation between genre knowledge and power has created a new interest in teaching genres at all levels in the educational system (Devitt, 2009; Martin & Rose, 2008; Swales, 1990). There are three main fractions in the field of genre-based teaching: English for Specific Purposes (ESP), New Rhetoric and the Sydney School (Hyon, 1996).

In continuation of a new reform (2005) for the upper secondary school in Denmark, three written genres have been defined as the genres that examinees in the subject of Danish are expected to master. The three genres are *the literary article*, *the feature article* and *the essay*. In my paper I present an analysis of how the concept of genre is conveyed in the official documents sent out by the Ministry of Education about the three examination genres. The documents include the curriculum, the plan of instruction, printed articles, a letter about the examination and material for educational purposes. The study focuses on the construction of the relation between genre and context, of the genre structures, of subgenres and of the relation between text and genre. The analysis reveals a discrepancy. The documents seemingly advocate for a pragmatic genre approach, but the study shows that the genre description does not meet some of the main recommendation of the theories about genre-based literacy teaching. The critical genre awareness which is strongly recommended by New Rhetoric (Devitt, 2004) is nowhere mentioned in the documents. Furthermore, the three genres are not placed in a well defined context and one of the core methods in genre based pedagogy, the linking of reading and writing texts, is merely superficially described.

The analysis that I present in my paper is part of my PhD study, in which I perform an empirically based study of how students and teachers use and understand the three examination genres. The data that I collect for the project includes 5-600 papers handed in by 40 pupils in the subject of Danish over a period of three years.

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### **Sara Smith, Andreas H. Jucker**

#### ***Negotiating coherence in conversations: Cognitive processes and discourse strategies***(poster)

While traditional analyses of discourse coherence have focused on formal texts, there has been increasing interest in the nature of coherence in spontaneous discourse. Over a decade ago, Linnell (1998) argued that coherence is achieved interactionally: similarly, Bublitz (1999) argued that coherence is negotiated. While recent work has presented analyses of specific structures (e.g., discourse markers: Aijmer 2009, Povolna 2009) and specific discourse contexts (e.g., sports commentary: Chovanec 2009) of spontaneous speech, we find that much remains to be explored regarding the variety of strategies that conversational partners employ. The goal of the present paper is to identify and analyze interactional strategies that conversational partners use to ensure that their discourse is coherent.

The present paper will also analyze the cognitive bases for these strategies. We argue that coherence involves the integration of incoming material into conceptual frameworks or schemas relevant to the ongoing conversation and its goals. Intersubjectivity plays an important role in that partners constantly monitor each other regarding the status of these concepts and schemas. Speakers then select and adjust their communicative strategies accordingly. One important strategy consists of providing conceptual contexts—that is, speakers try to present a context for concepts in such a way as to facilitate listeners' access to them and to integrate them into conceptual frameworks relevant to the conversation. However, this is often achieved at the expense of fluency and syntactic conventions.

We identify strategies for achieving such coherence and illustrate them with examples from casual conversations (DAAD data corpus) and from conversational narratives (GLBCC data corpus), analyzing how partners establish the identities of people and places and, more importantly, situate them in an appropriate framework.

The focus of this paper will be on three strategies and their cognitive bases. (1) Anticipating: Speakers often provide evidence that they have anticipated the partner's difficulty in accessing information and/or integrating it into pre-existing schemas. In some cases they directly inquire about the status of concepts, while in others they present relevant context as a preliminary to naming a person or place. (2) Revising: As a result of monitoring their partner, speakers often recognize that an interpretation is inadequate. We analyze the strategies they use in this case, including the provision of further or more specific context. (3) Elaborating: Speakers and/or listeners appear sometimes to believe that a concept, even if understood at one level, needs to be better integrated into a relevant conceptual framework. Thus one or both of them may elaborate on a concept and its context to ensure that it is integrated more successfully. Throughout the analyses, the roles of both partners in monitoring and participating in these strategies will be demonstrated and discussed.

### **Susan Speer,**

#### ***Hypothetical questions across contexts: A generic resource for testing views and opinions?***(lecture)

Hypothetical questions (henceforth HQs) are a special class of future oriented 'conditional' question which seek a response by proposing a 'what-if' situation (Adler and Rodman 2003: 454). Thus, 'if so-and-so happened, what would this-and-that aspect of your life be like' (Peräkylä 1995: 233). For linguists, conditional (*if-then*) sentences are thought to reflect our uniquely human ability to reason about alternative situations and possible correlations between events and their likely outcomes (Ferguson, Reilly, Ter Meulen and Traugott 1986: 3; Athanasiadou and Dirven 1997).

Previous conversation analytic research on HQs has focused predominantly on their form and function in a limited range of institutional settings. This work has shown that HQs which invoke negative scenarios about possible futures help social workers judge the suitability of prospective adoptive parents (Noordegraaf, Van Nijnatten and Elbers 2008), encourage counselling clients to talk about 'dreaded' issues (Peräkylä 1993, 1995), and facilitate doctors' production of valid clinical diagnoses by testing patients' views and opinions to their

limits (Speer and Parsons 2006, Speer 2010).

Although we know much about how HQs function in these specialized institutional settings, what is much less clear is the extent to which their use is 'setting specific'. In a footnote Perakyla suggests that 'the hypothetical question is probably a generic conversational device, which is available in various different types of talk in interaction, and can be used for various different purposes' (1995: 270). However, previous research has not investigated this hypothesis in a systematic way. Developing and extending the conversation analytic literature on question design (Freed and Ehrlich 2010), in this paper I explore whether, and to what extent, HQs may be regarded as a 'generic conversational device' that operates in a similar way across multiple settings and contexts. Drawing on instances of HQs from a diverse range of institutional and mundane settings (including family mealtimes, telephone conversations, doctor-patient interaction, media data, social science research interviews and focus groups), I demonstrate that there is some evidence that HQs that pose negative future-oriented scenarios are ideally suited to, and may predominate in the talk of, powerful professionals in institutional settings whose primary orientation is to facilitate talk about, and test, recipients' views and commitments. However, I also suggest that HQs have a much wider currency and applicability than that.

Demonstrating that and how HQs in their non-specialized use in mundane settings are being adapted and exploited for use in specialized contexts (Drew 2003; Drew and Heritage 1992: 38), I conclude by arguing that HQs constitute a conversational resource that *anyone* can use to test recipients' views and commitments to their limits, achieving similar interactional outcomes across contexts. I reflect on the extent to which such findings provide evidence for the 'permeability' of the boundaries between institutional and mundane talk (Drew and Heritage 1992: 28).

### **Anna-Brita Stenström,**

#### ***Intensification in teenage talk: A contrastive study***(lecture)

Intensification is an important and highly frequent ingredient in casual conversation in general (cf. Briz 2001) and not least in teenage conversation. With the grammatical description of intensifiers as a background (cf. Quirk et al 1985, Carter & McCarthy 2006), the focus in this paper is on the pragmatic aspect of intensifiers, in particular their function as response markers in turn-initial position, where they reflect the current speaker's reaction to what the immediately preceding speaker said (cf. Stenström 1994).

The startingpoint for the contrastive analysis is the use of intensifying expressions in Spanish teenage talk, expressions such as *pues, que, qué va* and *jo*, which are compared with the most likely equivalent expressions used in similar dialogues in English teenage conversation. The examples discussed emerge from *Corpus Oral de Lenguaje Adolescente de Madrid* (COLAm) and *The Bergen Corpus of London Teenage Language* (COLT). The approach is mainly qualitative.

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### **Laura Sterponi, Jennifer Shankey**

#### ***More than just echoing: Repetition and ventriloquation in the communication of children with autism spectrum disorders***(lecture)

Echolalia, in its close association with other perseverative behaviors, such as idiosyncratic repetitive movements, is one of the defining features of autism spectrum disorders (American Psychiatric Association, 2000). Echolalia has traditionally been conceived of as an automatic, pre-reflexive behavior that bears no or minimal communicative function and compromises intersubjectivity. Recent naturalistic studies have shown however that echoes may serve as an interactional resource for both the child with autism and those with whom s/he interacts (Local & Wootton, 1995; Prizant & Duchan, 1981; Prizant & Rydell, 1984; Tarplee & Barrow, 1999). Yet even the most encompassing functional explanations of the proclivity to echo have continued to assume the autistic child's inability to remark upon the borrowed status of the echo, whether through aligning with or distancing him/herself from its source. Thereby, the child's agency in meaning-making is largely disregarded.

The present study of two 6-year-old children with an autism spectrum disorder reconsiders the role of echolalic behavior in the communication of and with affected children. We examine the children's verbal interactions with parents, tutors, and other family members as they engage in habitual activities in the home setting. The activities were video-recorded bi-weekly for a month. A total of about 16 hours of video-recording for each child were obtained. The video-recorded data were fully transcribed according to conversation analysis transcription procedures (Atkinson and Heritage 1984).

The data were analyzed employing an innovative integrated methodology, which combines linguistic, discourse and acoustic analyses. At linguistic and discursive levels we consider what features of discourse are the object of children's echoic utterances and whether or not repetition occurs verbatim or with variation. We also examine

when echoes occur, that is whether they are immediate or delayed repeats. Our analysis also considers the suprasegmental level, as rhythm, intonation and voice quality play a critical role in the interactional construction of meaningful exchanges. We have analyzed echoes with the software program Praat (Boersma & Weenink, 2008) using sound spectrograms, pitch plots and intensity contours in order to evaluate degrees of prosodic repetition and variation of individual echoic utterances. We have also taken into account response latency and tempo of echoic utterances.

This integrated analysis enabled us to demonstrate that (1) immediate echoes are not automatic responses entailing minimal cognitive processing and emotional resonance. Rather, they accomplish a range of interactional goals by being delivered in specific sequential positions, at differing time onsets, and with distinctive prosodic contours. (2) Delayed echoes are employed systematically and productively to mark different epistemic and affective stances and to initiate a variety of complex conversational sequences. (3) Adult-child interaction unfolds according to discernable interactional patterns, which are distinctly conducive to functional uses of echoes. One such generative pattern is interactional speech play.

This analysis prompts us to go beyond a symptomatic characterization of autism echolalia to acknowledge the complex interactional work that children with autism accomplish through echo usage.

### **Melisa Stevanovic,**

#### ***On the prosody of approval in proposal-sequences***(lecture)

In this paper, I examine the features of prosody in approving responses to proposals. My data consist of video-recorded workplace meetings in the Evangelical Lutheran Church in Finland—occasions, in which priests and cantors discuss their joint future work tasks. Since every proposal involves an implicit or an explicit assessment concerning some future state of affairs it, therefore, invites *agreement* with this assessment (Pomerantz 1984). In addition, every proposal seeks *commitment* to the future actions required for the desired future state of affairs to come true (Huisman 2001: 70). In this paper, I demonstrate how, in the context of decision-making, the second speaker needs to orient to both of these aspects of the first speaker's utterance in order to treat it as a proposal to be approved—and approve it. This can be accomplished in two different ways: (1) second speakers may convey agreement and commitment one at a time, in separate turns at talk, or (2) they can combine the components of agreement and commitment in a single turn.

The analysis is based on a data collection of 297 proposal-sequences with the focus on the second speakers' responses at the closing phase of these sequences. These "approval turns" are typically of the following formats: (1) *yea (joo, nii)* + positively evaluative assessment (e.g., *this is good*), or (2) *yea (joo, nii)* + decision formulation (e.g. *let's take it*). When second speakers deliver these utterances with a specific, for Finnish ears salient, pitch contour with a high tone on an unstressed syllable (cf. Ogden et al. 2004) they convey either commitment or agreement thereby alluding to the self-evidence of the one component that is *not* being conveyed. Then again, when second speakers produce these utterances with another type of a salient pitch contour—the one commonly regarded as instructive of the speaker's heightened emotive involvement—they convey both agreement and commitment at the same time. It will be shown that, without these kinds of prosodic salience, it is difficult for the participants to establish binding decisions in interaction.

The aims of this paper are thus to enhance our understanding on the significant role of subtle prosodic events in decision-making, as well as to contribute to the discussion on the relationship between prosody and affectivity in the service of constructing social actions.

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### **Hervé St-Louis,**

#### ***Strategic studies and cyberspace: Iranian political unrest on twitter***(lecture)

How could a Website about nothing, where people post short messages no longer than 140 characters could have become the conduit through which information about ongoing political unrest in a land foreign to most westerners become so important? Iranians were comparatively late as Cyberspace participants. Blogging only started in late 2001. But within a few months, the Iranian output in Cyberspace became voluminous. Iranians of all ages and creeds had found one place where they could express their political views, discuss their country's rich and extensive literature, study religious texts and communicate with one another often bypassing the Iranian authorities' control of other media. This vibrant online activity was generated by Iranians for Iranians. Even through social networks, Iranians continued to speak to one another and generally not with outsiders. When Twitter became the last conduit, inconveniently forgotten by Iranian authorities in anticipation of the 2009

Iranian presidential election, many Iranians went to Twitter to express their dissatisfaction with the electoral results that made incumbent President Mahmoud Ahmadinejad the winner. This study argues that the very act of going online and disagreeing with the electoral results by Iranian dissidents was a war of ideas. Wars of ideas are cyber threats that can be studied within cyber security. Cyber threats are based on information systems and information contents. Information content is about cyber influence and wars of ideas that can change people's opinions. But before one can understand what cyber threats, influence and attacks are, one needs to understand what cyber security is and how it exists within the field of strategic studies.

**Petra Straehle,**

***The Emergence of Global Discourse Skills in Greetings*** (lecture)

This paper presents the results of a study on children's first competencies in using global units in discourse – mostly labeled “genres”. The pragmatic language skills in this domain have been described as discourse coherence and discourse cohesion. Existing research assumes that first skills in this field occur with the emergence of narrative skills in children from about three years of age.

Nonetheless, this study examines children much earlier in their ontogenesis, between one and four years of age. This approach is based on the assumption that there are more basic skills in the domain of discourse genres than the elaborate skills needed for dealing with longer and more complex discourse units such as narrative, declarations, argumentations etc. The study concludes that children's first global discourse skills are likely not the complex genres which discourse linguistics and textlinguistics focus on: Some early conversational routines like greeting routines are also structured globally. There is a hierarchical connection of each contribution to the respective global unit's goal or function and it is possible to define a beginning, an ending and a binding sequential order in which the elements of content or “tasks” must occur.

The examination of the emergence of children's global discourse skills is based on a corpus of almost 100 videotaped instances of greetings between children of different ages and adults. In the observed informal greeting situation a person the child knows enters the home. The adults were asked to play with the child since the opening of focused interaction after arriving (encounter opening) triggers greeting routines. Children were examined in five age groups of 12, 18, 24, 36 and 48 months, partly with a longitudinal perspective. The videos have been transcribed and subjected to linguistic microanalysis, considering both verbal and nonverbal behaviour.

The central finding of the study is that small children do have early skills in tackling global units in discourse. Children's skills in global structuring occur first at the early age of 18 months, where they have an understanding of conditional relevance on a global level. At the same age children's contributions show an understanding for the sequential order of tasks that have to be fulfilled in an encounter opening become evident. However, marking the structure by use of conventional forms occurs later: only at age three do they regularly use conventional greeting gestures. Some, but not all children also use greeting formulae, but the adult-like exchange of both greeting gestures and greeting formulae was observed only from age four.

So a basic understanding of global structures above sentence level in global routines can be proved earlier in the ontogenesis than previously known and even long before children acquire first narrative skills: children seem to first acquire the structure of basic global units before actually marking it by use of conventional / indexical forms. This course of the acquisition might expand our understanding of genre and discourse coherence in pragmatics.

**Maria Stubbe,**

***(Not) 'getting the message across'? Problematic talk on the factory floor***(lecture)

This paper presents selected findings from an in-depth case study of the discursive practices used by members of a factory production team as they exchange information, solve problems and attempt to persuade others to do things during the course of routine shifts. The focus is on the communication difficulties faced by these workers in their interactions with one another on the factory floor, and on the discursive strategies they can be observed to use to optimise their interactions and manage miscommunication in this challenging environment. The approach taken to this complex case study is an in-depth situated analysis or thick description of a multiplex set of interactional and ethnographic data gathered intensively over several multi-day shift periods. This analysis shows how a multi-layered case study approach can account for the complexities of problematic workplace discourse more comprehensively than is possible via analysis of a largely decontextualised collection of single examples.

**Kyung-Hee Suh, Kyu-hyun Kim**

***The Discourse Marker Incey in Korean Spoken Discourse: Enhancing Tellability in Story-Telling Sequences***(poster)

As a discourse marker, *incey/icey* "now" has been noted to be in the service of heightening the sense of progressivity and vividness of the events being described while orienting the hearer toward the subsequent talk

(Lee 1995, Lee 2001, cf. Aijmer 2002, Halliday & Hasan 1976). In this presentation, we explicate the interactional meaning of *incey* from a conversation-analytic perspective (Sacks, Schegloff, & Jefferson 1974), with special reference to how it serves as a resource for organizing story-telling sequences. A total of 90 tokens of *incey* were identified in naturally occurring Korean conversations, as well as 53 tokens of *incey* from two elicited spoken narratives.

The examination of naturally occurring conversations shows that tellability and reciprocity is enhanced by the following practices associated with the use of *incey*.

First, one of the most salient features of *incey* is that it tends to preface a vivid description and/or reported speech (Example: A: *What mom means is incey (now)*, (B: *um*) A: *My mom says that ... ((story))*) (cf. Chafe 1982, Holt & Clift 2007, Mayes 1990, Tannen 1989). Such a practice tends to indicate a shift in footing from the "reporting" mode to the "expressive" mode (Goffman 1981, Jefferson 1985) grounded "here and now," often in such a way that the reported event/state of affairs is re-enacted (Sidnell 2006).

Second, the material prefaced by *incey* is predominantly a description of "ordinary" events, indexing the "commitment to ordinary business" that leads to an unintentional discovery. *Incey*-prefaced descriptions thus tend to be "problem/complication premonitory" (Jefferson 1985), with the story-recipient being oriented forward to the projected upshot of the story.

Third, such a prefatory nature of the *incey*-prefaced material can also glimpsed upon when it is deployed as a resource for expanding turn-space (Schegloff 1996) and for mediating self-repair through which a prior description is successively replaced with a more "expressive" version (e.g., one that is easier to reenact).

These observations are further elaborated by a detailed analysis of two story-telling contexts; (i) the context where *incey* is used in a second story (Sacks 1992), where *incey*-prefaced material is deployed to enhance the tellability of the projected telling in such a way that is fitted to the upshot of the first story, and (ii) the context in which a story is told as a way of addressing the interlocutor's challenge, where the speaker uses *incey* to organize the story-telling sequence through the voice of the third party (e.g., mother of the speaker), from whose perspective the story is constructed as a "defensive" telling.

The findings show some of the ways in which practices associated with *incey* are deployed in a context-sensitive fashion. One such practice involves the use of *incey* in (or as a preface for) a description of an "ordinary" event formulated as a preliminary material. While it enhances tellability by serving as empirically supported grounds for the projected telling of the upshot (Sacks 1992), its sequential positioning is also shown to be sensitive to the interactional task of addressing the prior context being addressed.

## **Eija Suomela-Salmi,**

### ***Scholarly weblogs: A genre or an activity?***(lecture)

Weblogs have gained an increasing popularity, especially among the adolescents but also among specialists in different fields (web designers, journalists, politicians, business...). An increasing number of scholars have started blogging, too. Some of them use weblogs as a medium to express their ideas on social issues outside the academia, others discuss issues relating to their work at their universities in general, where as others resort to blogging as a research tool, or rather, as a tool to advance their reflection and research process (cf. Mortensen & Walker 2002; Stuart 2006). Walker Rettberg (2003) argues that (research) blogs are not about documenting, they're about doing, thinking and discussing.

Academic research dealing with research weblogs is still scarce and most of it seems to deal with weblogs as a means of advancing new types of (constructivist) learning (cf. Wakeford & Cohen 2008; Dacos & Mounier 2009).

Even if there are marked differences between scholarly weblogs and established academic genres (Stuart 2006), some fundamental features would also seem to unite them such as gathering information from already existing sources, marked by links in the case of blogs, putting this information together, comparing it with one's own line of thought and submitting so gained insight for discussion. Both presuppose reading, reflection and writing, only in the case of weblogs the different phases are more immediate and the end product, the post, less constrained by requirements of revision.

The corpus of this study consists of posts taken from 50 blogs from the site *Hypotheses.org* hosting French weblogs of researchers in human and social sciences. In my paper I discuss briefly some characteristics of French scholarly blogging, to be more precise research blogs ( *carnets de recherche*) and their borderline status between the private and the public. The actual research questions are 1) Can research weblogs be considered an (emergent) academic genre as argued by Kirkup (2010) or should they rather be considered a step in a genre chain or part of genre network (Swales 2004) or mixed and hybrid genres (Bhatia 2005) because of their various communicative purposes and at times ego promotional features. 2) What is the role and frequency of metadiscursive elements in research blogs (Hyland 1998); which are supposed to exhibit a high degree of (inter)personal engagement as do blogs in general (Stuart 2006) and 3) are the notions of *face* (in the sense of Goffman (1974) and Brown and Levinson (1978) and respect of Gricean maxims (Grice 1975) relevant issues in the corpus?

**Chizuko Suzuki, Susan Fukushima, Yoko Watanabe, Yumiko Kinjo, & Shota Yoshihara,**  
***A Study of Textual Colligation of Transitional Words in Corpora of Academic Papers***  
***Written by NS/NNS of English***(poster)

The ultimate goal of foreign language learners might be to become able to produce native-like fluency in a target language. What determines native likeness? It may vary depending on the level of the learners from basic vocabulary knowledge to discourse competence. In case of the present study subject group of Japanese university students, their vocabulary knowledge was shown to have reached a required level in terms of size and range for writing academic papers in English by the analyses of the learners' corpus (named JC-GP) compared with the BWL (The Base Word List) by Paul Nation and the AWL (The Academic Word List) by Averil Coxhead. Still, the English written by the students has apparently not reached native likeness. Hence, this study focuses on the students' ability to use transitional or connective words for linking words or sentences. The authors examined the textual colligation of the most frequent transitional words in the corpus of JC-GP in order to probe the characteristic NNS features of their discourse competence regarding rhetorical knowledge of cohesion. Textual colligation is defined as "words and phrases, which may carry particular associations for occurrence at a specific location in a text, i.e. at the beginning or end of a text, paragraph, or sentence" (cf. Ute Romer, and M. Hoey, 2009).

The analyses were carried out using MICUSP (Michigan Corpus of Upper-Level Student Papers) as a reference corpus of NS, taking 34 papers from three of the ten genres: Sociology, Education, and English, which were those genres most common among the subject corpus' genres. The number of papers from those genres of JC-GP as the NNS corpus was 23, almost the same size of NS's at 67,000 words each. The transitional words and phrases examined were frequently used words and clusters such as "because", "however", "(al)though", "therefore", "hence", "at the end of", "the fact that", "on the other hand", and "it is clear that".

The analysis results revealed that the NNSs tend to use a transitional word or phrase exclusively in a certain fixed location either at the head or somewhere in the middle of a sentence. For example, the transitional word "because" occurred 43 times (14%) at the head of a sentence and 268 times (86%) in the middle in the NNS corpus, while 31 times (21%) at the head and 116 times (79%) in the middle in the NS corpus, and the word "however" occurred 260 times (86 %) at the head and 44 times (14%) in the middle in the NNS corpus, while 41 times (51%) at the head and 39 times (49%) in the middle in the NS corpus. Furthermore, the word "therefore" was used by the NNS in the opposite location from the NS, in that it occurred 177 times (94%) at the head of a sentence and 12 times (6%) in the middle in the NNS corpus, while 11 times (46%) at the head and 13 times (54%) in the middle in the NS corpus.

The presentation will also cover all of the results for other words and clusters analyzed with larger corpora taking more data from other genres such as Arts, IT, and Global Issues together with the analysis results from the viewpoint of structural feature types.

**Toshihiko Suzuki,**

***Reconsideration of politeness framework through a study of "inviting" in Japanese and English: The missing link between pragmatic and sociolinguistic values***(lecture)

This presentation introduces a new approach to linguistic politeness and suggests a renewed theoretical framework for this area. The presenter has examined major previous works on politeness in English and Japanese, in which area he confirmed discrepancy and discord on what elements should be attended to for an investigation of politeness phenomena between these two languages (cf. R. Lakoff, 1973; Leech, 1983; Brown & Levinson, 1987; Matsumoto, 1988; Ide, 1989; Thomas, 1995; Watts, 2003). In these works studies on Japanese politeness tended to be conducted mainly through an observation of social index markers (i.e. *wakimae* and honorifics), whereas studies on English politeness were mainly based on an investigation of how the speakers expressed their volitional polite attitudes (e.g. tact, cost-benefit) by controlling propositional contents and sentence structures (Suzuki, 2007).

The presenter claims that the pursuit of "universality" in politeness has been disturbed mainly by a conflict between "sociolinguistic values" (i.e. Japanese honorifics or English address terms indicating vertical and horizontal social distances) and "pragmatic values" (i.e. those elements controlling propositional contents to express volition) in his work (ibid.). He has also claimed that these two different domains should be addressed separately and properly to examine what are taking place in both *politeness1* and *politeness2* (Watts, ibid.).

In this presentation, the speech act of "inviting" is examined to discuss the importance of addressing these two politeness values in the cross-cultural politeness studies. The data of this speech act in the two languages have been collected in the researcher's current grant-awarded research project for the compilation of the Speech Acts Corpora (SAC) (cf. Suzuki, 2009), which consist of the linguistic data collected mainly from university students in Japan (approx. 60), the U.S. (approx. 150) and the U.K. (approx. 30) through questionnaires and role-plays. This particular study focuses on how people expressed politeness in the target speech act, clarifying how the two types of politeness values interact for "rapport management" (Spencer-Oatey, 2000).

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### **Zeinab Taha,**

#### ***Linguistic and pragmatic competence in Arabic***(lecture)

Arabic is a multi-glossic language whose different varieties are widely used in the Arab world. Members of the different Arab societies have developed their pragmatic competency because of the simple fact they are all native speakers of the language and the ones who shape and get shaped by the different cultures they live in. Arabic; however, do not share the same linguistic competency in all the Arabic varieties; they are all native speakers of different colloquial, but they need to go to school in order to formally know how to read and write in Arabic.

Non-native speakers of Arabic have the opposite scenario. They may be able to develop an excellent competency of the language before they are accepted in Arab societies as possessing pragmatic competency.

In developing tools for assessing language proficiency, Arab linguists have been exerting much effort to develop guidelines to test Arabic proficiency through the well known ACTFL guidelines. Because of the variation in Arabic styles and registers, pragmatic competency does not get its due attention in order to be tested. Consequently, we seldom see intelligent efforts made to incorporate material to enhance such competency in the Arabic language curriculum. There have been few attempts, but no conscious attempt to put the framework for such material to be incorporated.

This paper attempts to explain the discrepancy between linguistic and pragmatic competencies and suggests ways of bridging the gap between them.

### **Yumi Takamiya,**

#### ***Laughter as a conflict management strategy: A case of L2 Japanese speakers' interaction***(lecture)

This paper explores laughter that functions as a mitigation device in conflict. The greater part of previous research into laughter has linked it directly with humor. However, theories of laughter need to take into account non-humorous as well as humorous situations that cause laughter (Chapman & Foot, 1976). Chapman and Foot suggest a complex interrelationship between laughter, humor, and interpersonal management. In an interaction each speaker needs to attend to his/her own and his/her interlocutor's face wants and to avoid committing face threatening acts (FTAs). When the performance of an FTA is unavoidable, the speaker may employ politeness strategies such as mitigation. Laughter is closely related to face, especially positive face, and to politeness strategies (Jefferson, Sacks, & Schegloff, 1976). In the study of laughter occurring in conversations about troubles, Jefferson (1984) analyzed the laughter behavior of both trouble-tellers and trouble-recipients. She found a recurring pattern in which 'the trouble-teller produces an utterance and then laughs, and the trouble-recipient does not laugh, but produces a recognizably serious response' (1984, p. 346). In a related example, Honda (2002) claims that laughter is face-saving; by transforming a person's attack into something not serious enough to warrant reprimand, one can avoid being perceived as rude. In the present paper I explore how laughter functions in conflict mitigation among L2 Japanese speakers in ways not linked to humor.

Using conversation analysis, I investigated laughter as a conflict-management device in a group meeting in which students from three proficiency levels participated in an intensive Japanese-as-a-Foreign-Language immersion program. The students had been tasked with planning an activity in a series of cultural events. Conflict-occurring scenes in the meeting were transcribed and analyzed.

Results show that laughter functioned to: 1) minimize conflict/reduce tension, and 2) maintain group solidarity. Participants laughed or smiled after they made a strong rebuttal or criticism to minimize its seriousness. For example, a student laughed after stating to another student 'I don't want to do that'—i.e., he did not want to compose the script for his group's play by combining the writings of several group members. Laughter here was used in an attempt to soften the tension caused by an FTA during the conflict. Also, his laughter reflects the

“tension-relieving laughter” variety observed by Zdrojkowski (2007). It also fits with ‘face’ concerns since he seeks to avoid a confrontation with his interlocutor.

When participants make a strong verbal rebuttal, a smiling face or laughter frequently appears in order to soften the the impact of the rebuttal. This behavior is an attempt to avoid causing an affront and to preserve harmony. When participants clearly feel annoyed but try to deal with the situation calmly, they disguise their anger with a laugh. Laughing when one is angered or frustrated can be seen as a means of covering or softening vexation and the urge to protest.

Thus laughter is used in various ways to mitigate conflict and maintain group solidarity and requires analysis of laughter that is not linked solely to humor.

### **Yufuko Takashima,**

#### ***Subject restriction of subjective expression on Japanese perception verbs***(poster)

This paper examines Japanese distal perception verbs in its aspect as a kind of subjective expressions. We try to discuss one of the distinctive features of Japanese: a restriction on subject of subjective expression.(Kuroda 1973) As a null subject or PRO-drop language, Japanese has some pragmatic strategies to indicate semantic subject. One of the ways is the restriction that emotion expressions should be understood from first person's viewpoint: e.g. if you hear only ‘sad’ without any modal, you have to construe it as ‘I am (the speaker is) sad’. Now we focus on perception verbs as such kind of subjective expressions.

Firstly, we examine intransitive verbs of perception by using Viberg's (1984) classification from his typological study. According to his classification, Japanese intransitive perception verbs should be percept-based named *copulative* because they have only one argument as perceived entity.

Unlike other languages, we find that the experiencer still governs the intransitive sentence as semantic subject. The subject marked by nominative case must be perceived entity or stimuli. Nevertheless, we can add a perceiver with topical marker *wa* and dative case *ni*, like dative experiencer appearing in South Asian languages. It can be proved by honorific test, too.

Secondly, we examine these by using deictic auxiliary verb *te-kuru* ‘come’ to show that intransitive perception verbs are governed by its deictic center as the perceiver and the spatial relationship between embodied perceiver and perceived entity. Unlike other subjective, namely emotional expressions, perception verbs imply spatial coordination.

The deictic auxiliary verb ‘come’ can mean both spatial and temporal deixis. By examining this, we see a contrast between vision and audio on their dominant spatial directions of intentionality.

(1) *yama ga mie te-kuru.*  
 mountain NOM visible CONJ-come(AUX)  
 ‘a mountain comes to be visible.’

(2) *fue-no-oto ga kikoe te-kuru.*  
 flute-GEN-sound NOM audible CONJ-come(AUX)  
 ‘the sound of flute comes to be audible.’

In visual perception, we construe the sentence with the auxiliary and without explicit perceiver-subject like (1) as temporal change of the sight of the perceiver(s); e.g. the mountain appears while driving cross a pass or fog disappeared. We cannot construe the ‘come’ in its spatial meaning but only as temporal change. In contrast, (2) does not mean necessarily temporal change but can mean spatial directional movement of the sound.

We suggest that sound is construed through fictive motion (Talmy 2000) from the source of the sound to perceiver and it is coherence to the spatial ‘come’. To the contrary, the direction implied in visual perception contradicts with the ‘come’ indicating deictic spatial movement toward perceiver and the ‘come’, therefore, should be construed through temporal deixis.

As a consequence, we find the intransitives without any explicit subjects need deictic center which should be understood as embodied subjects which have controllable eyes and uncontrollable ears which can passively catch sounds from everywhere. In conclusion, as one of the subjective expressions, perception intransitive sentences need to be understood through semantic subjects’ embodied deixis pragmatically in Japanese.

### **Kazuko Tanabe,**

#### ***Creation of New Quotative Function in Blog Text as Example of Onlinelect***(lecture)

This study aims to clarify the use of discourse markers to quote previous statements as an interaction management device in Computer-Mediated Communication. As communication grew more intense on the blog, variations of the term *toiuka* gained the new discourse management function of quoting.

In Japanese, *toiuka*, which literally means ‘A rather than B’, is used to compare two clauses. The term is made up of the quotation particle *to* and the verb ‘to say’, *iuka*. The colloquialized contractive forms of *toiuka* include several variations, such as *teiuka*, *tekka*, *tsuuka*, and were originally used as clause markers. However, via grammaticalization, placement of the variations of *toiuka* has gradually shifted to the initial position in the

sentence or utterance, similarly to a hedge or filler.

The present research focused on the Japanese blog ‘Gal’s revolution’ from 2005 until 2008, and a total of 1441 text samples were collected, including the variations of *toiuka*. We noted that the usage ratio as a function of quoting another user’s comments increased with time, from 3% in the first half of 2005 to 21% in the second half of 2008.

#### EX. 1. Quoting Others’ Comments using *tteka*

**Jun:** *Asa hayakukara otsukare sama desita.* It’s great of you to start working so early in the morning.

(T1) *Katarogu no kansei ga* I am looking forward to the finished catalog.

(T2) *Zannen nagara shigoto nande* I am sorry. I can’t come because of work.

**Sifow:** *Komento arigato desu* Thank you for your comment!

(T1’) *Katarogu wa sibaraku omachio* Please wait for the catalog.

(T2’) *Tteka, ashitawa oshigoto nandesune.* Incidentally, you have to work tomorrow, don’t you?

In the above interaction between Jun and Sifow in the blog, Sifow uses *tteka* when she changed the topic from T1’ to T2’, which were originally adopted in Jun’s previous statement as T1 and T2. ‘Incidentally’ or ‘as you mentioned before’ is the closest approximation of the phrase in English.

### Noriko Tanaka,

#### *Politeness Strategies Used to avoid Disagreement*(lecture)

In Tanaka (2001), I discussed what roles we need to consider in examining interaction. Based on Thomas (1986), three categories were proposed: ‘societal roles’ ‘interpersonal roles’ and ‘activity roles’. A ‘societal role’ is defined as a role the individual occupies in society, regardless of the relationship with another speaker in a current interaction. An ‘interpersonal role’ refers to the personal relationship obtaining between one speaker and another in society. When we focus on a specific setting and the roles in it, we may categorize them as ‘activity roles’. In my previous studies (Tanaka 2005, 2006, 2009) I applied the categorization to private telephone conversations between a mother and her daughter, and I examined what linguistic choices the participants made to play their roles effectively.

In this paper, I will apply the same categorization to face-to-face interactions. The data come from an open-ended interview given by a daughter (in her late 40s) to her father (in his early 80s). Asked what he thinks about younger generations, he critically expresses his opinions on various matters, such as children’s behavior, their education at home and in school. The daughter, whose ‘societal role’ is a teacher, has more contact with younger people and does not always agree with him. However, her ‘activity role’ (interviewer) requires her to be polite to some extent, and sometimes constrains her to avoid disagreement.

The focus of analysis will be on politeness strategies the interviewer employs to avoid disagreement and to save the other person’s face. The investigation discovered various linguistic devices used for the purpose. For example, the speaker may give the other person a ‘token agreement’ (Brown and Levinson 1987: 113-114) even when s/he actually disagrees in mind. ‘Hedging opinions’ (ibid.: 116), ‘asking back’, ‘claiming no knowledge’, ‘laughter’ and ‘some Japanese particles’ can also be an effective strategy to avoid disagreement.

The data indicate what kind of strategies we may employ for rapport management in Japanese interactions. This study will also reveal how we balance the tasks and constraints which our roles give us in interaction. It is hoped that this study will offer an example of analysis to other researchers who are interested in this field.

### Lidia Tanaka,

#### *The Polifunctionality of Japanese Questions*(lecture)

Traditional grammatical studies have described Japanese canonical questions as those sentences ending with the question particle *ka* and final rising intonation. However, in informal style this is not always the case, and the lack of the particle *ka* makes the question softer and politer. Moreover, many questions in formal interactions lack the particle *ka*, yet listeners interpret them correctly.

Questions have also been described as information asking devices. At the same time, other strategies such as a simple rising intonation or the use of the final particle *ne* are used commonly to ask for new information or to confirm something known.

It is known that any utterance can be multi-functional and questions are not an exception. For instance, negative questions serve not only for inquiring but are also used as strategies to obtain a particular type of answer. Despite the multi-faceted nature of questions, there are not many studies that include all these aspects in their analyses and that look at Japanese interactions.

This study shows the diversity of question types used in authentic spoken Japanese in formal situations. Based on radio phone-in programs the analysis shows that hosts and counsellors use a great variety of questions in formal and informal styles, including tag-like phenomenon, those ending with *koto* and *wake* or grammatically unfinished questions. This study also illustrates the polifunctional nature of questions as they are used not only to inquire but also, for instance, to interpret problems, to admonish or to criticize callers.

This study hopefully contributes to the research on questions used in Japanese interactions and to the understanding of what questions are.

**Hiroaki Tanaka,**

***The Meaning and Use of Numerals: How Much Further Does a Gricean Inference***

***Go?***(lecture)

The aim of this paper is whether or not neo-Gricean inference is entitled to invoke the derivation of numerals in English and Japanese. A Horn scale <all, some> is invoked, in which case *all* is a stronger item and *some* is a weaker item on the scale, i.e. *all* unilaterally entails *some*, so that we literally (semantically) means lower bounded “at least some”, and then we are supposed to be given upper bounded “some but not all”. Under normal circumstances, the hearer infers that the speaker could have used the stronger *all* but in fact she just used *some*, when he concludes she actually implicates “some but not all.” This inference, which is canonically induced by unilateral entailment relations, applies to almost every predicates, and motivates the establishment of scalar implicatures. But the problem is numerals, which prove to be a stumbling block for neo-Gricean inference. In contrast to <all, some> above, numerals in (1) seem to take three steps to reach the final communicated meaning.

(1) A: How many children do you have?

B: I have *three*.

(i) Literal meaning I have *at least* three children. (*at least* reading)

(ii) Q-(Scalar) implicature I have *at most* three children. *at most* reading )

(iii) Communicated meaning I have *exactly* three children. (*exactly* reading)

It appears that we have 3-SIDED READING: (i) (*at least* reading ) + (ii) (*at most* reading) = (iii) (*exactly* reading). Horn(1992, etc), however, conceded that numerals should be handled differently.

(2) A: Do you have *two* children? Horn (2009)

B1: No, *three*. (*three=exactly* reading)

B'1: No, I have *three*. (*three=exactly* reading with explicit “have” sense, which is also acceptable)

B2: ?Yes, (in fact) *three*. (implicit *two=exactly* reading followed by ‘Yes’, which conflicts with *three=exactly* reading)

B'2: Yes, in fact I have *three*. (=Yes, (I have two children), in fact I have three children.) *Three=exactly* reading with explicit ‘have’ sense promotes the acceptability of B2 and doesn’t go against with “Yes” followed by implicit *two*, which is later forced to acquire *at most two* reading by ‘have’ sense. However, Japanese equivalents to B2 and B'2 do not promote the acceptability at all, where ‘Hai (=Yes)’ in Japanese is too robust to rectify the once affirmed propositions (“I have two children.”).

The bottom line is this: By way of *sibitizing*—the capacity which humans have for making quick, error-free, and precise judgments of the numerosity of small collections of items up to about four (Kaufmann et al. 1949, adapted from Núñez 2009), and advanced *sibitizing* -- acquiring the combined capacity for both grasping things as a whole even in a large number and counting them cumulatively at a very limited time simultaneously, humans acquire the capacity of grasping the number of things exactly (*exactly* reading), in which case a Gricean Quantity Maxims 1 imposes on the number from both the lower and upper numbers. And by virtue of ‘*Exhaustion–detection capacity*: We need to be able to tell when there are “no more” objects left to be counted’ in the sense of Núñez 2009 or in other words *focussing capacity*, we have acquired the two senses of ‘at least’ and ‘at most’ reading.

**Miyuki Tani, Atsuko Aoki, & Sumie Akutsu**

***The “Fashions of Construal” of Japanese English learners: An observation on their***

***common errors***(lecture)

The observation in this paper is based on an in-depth analysis of common errors of Japanese speakers which have been pointed out in the study of English language education. This paper reveals how the subjective construal of Japanese speakers appears in their English.

Every foreign language learner certainly has had the experience that even though the sentences he/she utters are grammatically correct, they sometimes do not sound natural. Most language learners also realize that languages do not have a one-to-one correspondence and thus one cannot translate his/her own language into another, word for word. These traditional worries suggest that, in language learning, not only the knowledge of grammar and vocabulary but also something behind it must be acquired. Therefore, to unveil this covert side of language is one of the issues that language education has to work on in order to help learners develop their authentic English skills.

The previous studies which explored the relativity among languages have shown that every language has a preferred way of expressing ideas, i.e. “Fashions of Speaking.” In other words, although describing the same situation, speakers of different languages adopt different ways of encoding it into linguistic expressions. Japanese speakers tend to say, “There are two windows in this room” rather than “This room has two windows.” Also, “What brought you here” is difficult for Japanese speakers to produce and they say, “Why did you come here” instead. This difference in language use is due to how the speakers construe the situation, as it were,

“Fashions of Construal.” Under the assumption that the difference in construal is one of the obstacles language learners face, this paper will illuminate the “Fashions of Construal” of Japanese speakers and observe how they influence their English.

Ikegami (2008) concludes that English speakers tend to construe situations “objectively” and Japanese speakers “subjectively.” This difference in construal can be observed through a variety of linguistic phenomena. For instance, when discovering a star in the sky, it is quite natural for English speakers to say in excitement, “I can see a star!,” but Japanese speakers do not usually say, “*Watashi wa hoshi ga mieru!* (lit. I can see a star!)” Rather they would say, “*Hoshi ga mieru!* (lit. Can see a star!)” This is because Japanese speakers construe the situation subjectively and the speaker is excluded from the situation to be described. According to the basic principle that the first language has significant influence on second language acquisition, this subjective construal of Japanese speakers must have crucial impact on their English, and consequently, it should reflect this construal tendency.

Instead of providing mere lists of common errors, this study leads to the presentation of the fundamental causes underneath them. One of the essential reasons why Japanese speakers struggle to negotiate the meaning is that they construe the world in a different way from the native speakers of English. That is to say, “subjective construal” of Japanese speakers and “objective construal” of English speakers. It is therefore a meaningful attempt to see the tendency in the common errors of Japanese speakers in terms of this “Fashions of Construal.”

### **Sanna-Kaisa Tanskanen,**

#### ***Concessions as afterthoughts in discussion-forum messages***(lecture)

This paper discusses a concessive strategy to which we drew attention in our study of concessive repair in computer-mediated discourse (Tanskanen & Karhukorpi 2008): adding a concession as an afterthought and marking the overstatement requiring retraction with an asterisk. The material of the study consists of messages posted to English and Finnish discussion forums.

Concessive repair was first documented in spoken interaction by Couper-Kuhlen and Thompson (2005). It refers to a strategy with which speakers (writers) can modify their claims but retain the essence of the original statement; the trouble source is an (over)statement requiring retraction. The following example from Tanskanen and Karhukorpi (2008) shows that the strategy is used in computer-mediated interaction as well; the writer modifies the overstatement (*basically from the day we are born*) with a retraction and a reformulation (*well, not exactly but you know what I mean*):

- (1) For the central Europeans it is perfectly normal that their mother stayed at home until they went to school, when we in Finland are used to the fact that both of the parents work, basically from the day we are born (well, not exactly but you know what I mean).

What is in the focus of the present paper are instances where the concession is added as an afterthought:

- (2) ... I am also perturbed at everyone's\*\* universal acceptance of dialect discrimination in the workplace. I know this is a biggie, but it is a form of discrimination (actually, educational discrimination in the form of improper placement in special ed. and remedial ed. programs is the greatest harm that results from misunderstanding of dialect variation). Aren't we supposed to oppose discrimination that is based on misinformation (that one dialect is 'good English' and another 'bad'?)

\*\*Most everyone venting in public forums like radio shows and letters to the editor.

In example 2, the writer has marked the overstatement (*everyone*) with asterisks and added a concession as an afterthought (*most everyone venting in public forums like radio shows and letters to the editor*). What makes this practice interesting is the fact that it combines a concessive strategy originally identified in spoken interaction with a strategy familiar from written interaction (i.e. footnotes) (see also Collister forthcoming).

Similar examples can be found in Finnish computer-mediated interaction. By examining a selection of examples from English and Finnish discussion forums, the paper seeks to explain how the strategy is used and why the writers choose this strategy instead of revising their text in other ways.

Collister, L. Forthcoming. \*-repair in online discourse. To appear in *Journal of Pragmatics*.

Couper-Kuhlen, E. & S.A. Thompson. 2005. A linguistic practice for retracting overstatements: ‘Concessive Repair’. In *Syntax and Lexis in Conversation: Studies on the Use of Linguistic Resources in Talk-in-Interaction*, Hakulinen, A. & M. Selting (eds). Amsterdam & Philadelphia: John Benjamins. 257-288.

Tanskanen, S-K. & J. Karhukorpi. 2008. Concessive Repair and negotiation of affiliation in e-mail discourse. *Journal of Pragmatics* 40, 1587-1600.

### **Maria Tarantino,**

#### ***Hybrid cognitive-pragmatic and verbal patterns or the discourse of science***(lecture)

Scientific discourse has been labelled as cryptic and alienating for members disadvantaged socio-economic groups. The hindrance has been explained in terms of grammar-mechanic strategies and esoteric rites whereby scientists create ‘abstract’ words for gate-keeping purposes. Although moved by attractive socio-political intents, the linguistic critique seems to have neglected the vital role that cross-linguistic cognitive, verbal and pragmatic patterns can play in genres developed and applied for inquiry purposes. Thus, the descriptive analysis proposed

has motivated interesting socio-semiotic framing of scientific texts. But the ‘meaning as an alternative to thinking’ model suggested appears to have left unexplored components of the argumentation process which contribute to the knowledge making enterprise.

The presentation argues for a ‘naïve realism’ or pragmatic based approach to descriptive model of scientific genres. To this purpose, it calls attention to the interweaving of verbal, cognitive and pragmatic patterns which render scientific texts “... semiotic *hybrids* simultaneously and essentially, verbal, mathematical, visual graphical and actional operational” (Lemke 1998:87, original italics). The function of each code, in the inquiry and representation process, is exemplified by tracing the cognitive, visual and mathematical components of single ‘abstract’ words such as **refraction, atom, acid, photosynthesis**. The evidence provided favours comments on the multimodal mental scripts and activities whereby ‘virtual entities or things’ become concrete reference frames which can be applied to solve real-world problems. It also indicates that the combination of codes renders scientific argumentation systematic, explicit, verifiable and provisional. In fact, the dynamic interaction which establishes between the verbal and non-verbal structures appears to be the pivotal constituent of the dialogical and progressive nature of scientific argumentation.

The discussion invites the suggestion that a more comprehensive characterization of scientific genres may require taking into account all forms and codes of representation developed in the quest to better understand the physical world. A wider perspective on the interconnection between the epistemic, pragmatic and verbal components of discourse formation and progress may bring about a better insight into specialist genre characteristics. It may also favour appreciation of the contributions that cross-cultural human ingenuity and language have made to the opening of new avenues of research, knowledge and communication.

**Naohiro Tatara,**

***The Motivations for the Usage of Inanimate Subject Constructions in English and Japanese Discourse***(poster)

The purposes of this presentation are to analyze the acceptability of inanimate subject construction in English and Japanese, and to suggest the view that the usages or functions of this construction in both languages are culturally motivated in discourse.

Considerable researchers have devoted themselves to analyze the language structures and language usages of English and Japanese and illuminate various differences between these two languages. One of the notable differences between these languages is a construction that includes inanimate subjects and transitive verbs. It has been pointed out in the previous studies that English language allows inanimate subject constructions as in (1) and (4); on the other hand, Japanese doesn’t, as in (2) and (5) ((2) and (5) are literal translations of (1) and (4), respectively). Instead, examples (3) and (6) below, in which intransitive verbs are used, are more natural and acceptable in Japanese.

- (1) This medicine will make you feel better.
- (2) ??*Kono kusuri ga anata no kibun o yokusuru.*
- (3) *Kono kusuri o nomeba, kibun ga yokunaru* . (lit., If you take this medicine, your feeling will get better.)
- (4) What brings you here?
- (5) ??*Nani ga anata o koko e tsurete kitano?*
- (6) *Doshite koko e kitano ?* (lit., Why did you come here?)

Chamberlain (1891) went as far as to insist that one of the deficits of Japanese language is that it doesn’t allow inanimate subject construction compared with English and other European languages. As a matter of fact, this construction is observed in Japanese, but it is stigmatized as “translatese.” However, Tsunoda (1991), based on Silverstein’s (1985) noun phrase hierarchy, argues that Japanese allows inanimate subjects and transitive verbs if subject noun phrases are higher than the object noun phrases in this hierarchy as “*Tsunami ga machi o osotta* (lit., Tsunami struck the town).”

Various researchers have analyzed the characteristics of inanimate subject construction in Japanese so far, but these analyses mainly focus on the acceptability or grammaticality of this construction. In this presentation, I will explore how and in what contexts inanimate subject constructions are used in English and Japanese discourse (mainly newspaper discourse) and present the view that the usage of this construction in each language is culturally motivated.

**Nadine Thielemann,**

***How a joke is told – analyses of Russian jokes told in face-to-face interaction***(lecture)

Humour linguistics is mainly concerned with the joke as a text type (Marfurt 1977, Attardo/Chabanne1992). Many approaches focus on the theoretic modeling of the clashing concepts to which a joke owes its funniness (Raskin 1985, Attardo/Raskin 1991, Attardo 2001, Ritchie 2004). These analyses are generally based on written jokes taken from edited collections.

However, jokes are an oral genre – they are told in interaction. This paper analyses oral performances of jokes told in face-to-face interactions of Russian interlocutors in order to show which features of the performance contribute to the successful telling of a joke (cf. Euler 1991, Norrick 2001, Kotthoff 1998: 197-230). It will be

shown how prosodic, syntactic and rhetoric means contribute to the successful performance of a joke. List constructions, animated speech of the characters, hesitation phenomena and pauses etc. not only nurture the suspense but also the recipients' expectations which are then suddenly disconfirmed when the punch line is delivered.

Furthermore, joke-telling is an interactive task. Interlocutors have to facilitate and ratify the telling (cf. Sacks 1974, 1978). Very often they also afterwards explicitly appreciate the telling not only by laughing but also by repeating and recycling crucial phrases with a giggling articulation.

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Kotthoff, H. (1998): *Spaß verstehen. Zur Pragmatik von konversationellem Humor*. Tübingen. (= RGL 196)

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## **Takeshi Tsurusaki,**

### ***Bach-Peters Paradox Revisited***(lecture)

This paper aims to provide a convincing (hopefully decisive) explanation for the so-called Bach-Peters Paradox, without using too specific theory-internal abstract notions.

Since Bach (1970), the puzzling acceptability of the following type of sentences has sometimes been referred to as Bach-Peters Paradox (hereafter, BPP):

- (1) a. The boy who deserved it got the prize he wanted.
- b. The girl who was asking for him finally found the man she wanted.
- c. The pilot who shot at it hit the Mig that chased him.

These sentences seem to allow the first pronoun to be anaphoric to the object NP, and, at the same time, the second pronoun to be anaphoric to the subject NP. The acceptability of these sentences is unexpected and surprising because they appear to violate the general constraint on interpretive circularity (see, e.g., Higginbotham (1983)).

This paper focuses on two possible accounts of the acceptability of BPP sentences, namely (2) and (3), and considers their plausibility:

(2) Discourse-based account: the actual antecedent of the first pronoun is located in the hypothetical preceding discourse, and the second NP (the object NP) is used as a means of "repeat identification of the discourse referent" (cf. Carden (1982)).

(3) "Paycheck pronoun"-based account: the first pronoun in a BPP sentence is a paycheck pronoun, and the backwards anaphora therein is not a case of coreference (which means that the paradoxical referential circularity does not occur).

The first approach is promising if it is demonstrable that backwards anaphora is unlikely in the BPP configuration. The "paycheck pronoun"-based account of BPP is proposed and pursued in Jacobson (2000). (The classic example of "paycheck" anaphora is: *The man who gave his paycheck to his wife was wiser than the man who gave it to his mistress*. This sentence involves two men and two paychecks, so that *it* is not coreferential with its antecedent *his paycheck*.)

These approaches to BPP are appealing in one way or another, but they face a number of serious problems. On the one hand, backwards anaphora is quite likely in BPP sentences — the BPP configuration does conform to one of the three major constructions that allow backwards anaphora (Huddleston and Pullum (2002: 1477)): the anaphor is located within a clause that is subordinate to the one containing the antecedent. On the other, it is very unlikely that paycheck pronouns are involved in backwards anaphora. As is well-known, the use of paycheck pronouns is severely constrained, and it seems impossible for them to precede their intended antecedents: *\*The man who gave it to his wife was wiser than the man who gave his paycheck to his mistress*.

After showing the difficulties that these two approaches encounter, I introduce my own account, which crucially assumes that (a) BPP sentences involve two distinct modes of anaphora, pragmatic coreference and structurally controlled bound anaphora, and (b) under certain conditions, the antecedent of a pronoun can be a Nominal (i.e., an intermediate projection of N) rather than an NP.

## Umit Deniz Turan, Deniz Zeyrek

### *Causal Connectives in Turkish* (lecture)

This paper investigates causal coherence relationship in Turkish discourse. Causal connectives have been classified as external vs. internal (Halliday & Hasan, 1976; Martin, 1992), semantic vs. pragmatic (Van Dijk, 1977; Moeschler, 1989); as content-domain, epistemic domain, and speech act domain connectives (Sweetser, 1990). Sweetser's classification is illustrated in the Turkish examples below:

1. *Artık sağlıklı bir insanım. Çünkü hastalığım sırasında çok iyi tedavi gördüm.*

'I am a completely healthy person because during my sickness I was very well treated.'

2. *Komşularımız evde olmalı. Çünkü ışıkları yanyor.*

'Our neighbors must be at home because their lights are on.'

3. *Hemen eve gel. Çünkü hava çok soğudu*

'Come home immediately because it is cold outside.'

In (1) the speaker asserts a factual effect-cause relationship and it is objective. In (2) the speaker bases the inference made on some evidence; since an inferencing process is involved, it is more subjective and more complex than example (1) (Spooren & Sanders, 2008). In example (3) the speaker uses a non-assertive speech act (a mother calling her child home) and the imperative/request is based on grounds that it is cold outside. Hence, Example (3) involves a causality that is used as a basis for a speech act of requesting.

Degand and Maat (2003) claim that Sweetser's (1990) taxonomy is insufficient because when volitional vs. non-volitional causal connectives are taken into consideration, volitional connectives seem to behave both as content domain connectives on the one hand, and epistemic and speech act domain connectives, on the other. Degand and Maat (2003) suggest a scale of *speaker involvement*, on which different relational interpretations of causal connectives can be based on from a minimal to a maximal extent of speaker involvement. Speaker involvement depends on the active role played by the speaker on the interpretation of the causal relation as well as the speaker's commitment to the strength of the causal relation.

In this paper the following research question is addressed:

RQ1: Do Turkish causal discourse connectives support the view of speaker involvement scales?

RQ2: What other factors are involved in the choice of subordinating and coordinating causal connectives in Turkish discourse?

The following connectives are analyzed in the study: *çünkü*, *-dığı için*, *-den dolayı*, *bu nedenle* 'for this reason', *dolayısıyla* 'therefore' (cf. Zeyrek & Webber, 2008). The study is based on a systematic corpus analysis of the connectives in the METU Turkish corpus. A data-driven corpus-based analysis is necessary to reveal all aspects and functions of these connectives in naturally-occurring texts.

## Joseph Tyler,

### *Prosodic correlates of coherent discourse structure* (lecture)

Do speakers communicate discourse structure in their prosody? And if they do, what specific features of discourse do speakers encode prosodically? This study looked for prosodic correlates of participant readings of a newspaper article, whose discourse structure was annotated within a semantically-motivated discourse theory (Segmented Discourse Representation Theory (SDRT)), as a way of gaining independent, empirical access to how speakers represent and communicate the structure of discourse.

Three structural measures were of interest: how closely related adjacent discourse segments are, how embedded a discourse segment is in the overall discourse, and whether a rhetorical relation links discourse segments at the same hierarchical level (coordinating) or different levels (subordinating). Prosodic measures including pause duration, pitch, intensity and speech rate were correlated with those structural measures.

To exemplify, the following text is an excerpt from a Wall Street Journal article, segmented according to SDRT (Reese, Denis, Asher, Baldridge, & Hunter, 2007).

40. But the mainstream civil-rights leadership generally avoided the rhetoric of "law and order,"

41. regarding it as a code for keeping blacks back.

42. Law and order didn't mean justice,

43. Mr. Jackson used to say,

44. but "just us."

45. In the past, many were hesitant to speak about crime in public

46. because "the larger community would talk about 'lock them up and throw the key away' and hide behind black leaders in doing it,"

47. explains Rep. Craig Washington,

48. the Houston Democrat who led the caucus hearing.

49. Now there is escalating discourse within the black community about what it can and must do to stop crime.

50. Just after the new year, Mr. Jackson held the first of several conferences focusing on just that.

In this excerpt, segments 41 and 42 are directly linked by a discourse relation while segments 48 and 49 are not, indicating the former are more closely related than the latter. Segments 40 and 49 are less embedded, i.e. subordinated fewer times, than all of the other segments in this excerpt. And segments 40 and 49 are linked by a

coordinating relation while segments 40 and 45 are linked by a subordinating relation. Could these structural features correlate with prosody?

To answer this question, ten participants studied silently and then read aloud twice a 1218-word text divided into ninety discourse segments and relations, providing almost 900 data points for each phenomenon. Statistical analysis involved a linear mixed model with subject as a random effect and words per discourse segment, quotation and sentence-initiality as fixed effects.

Results showed that more distantly related adjacent discourse segments had significantly longer intervening pause durations, and higher initial pitch and max intensity on the second segment. A discourse segment's overall embeddedness correlated with f0min, intensity and speech rate. And coordinating and subordinating relations correlated differently with pause duration, f0min and mean pitch, intensity and speech rate. The findings for f0min are interesting because prior discourse prosody research has tended to exclude it from its analysis (den Ouden, Noordman, & Terken, 2009; Hirschberg & Grosz, 1992; Pierrehumbert & Hirschberg, 1990).

### **Angeliki Tzanne, Elly Ifantidou**

#### ***Developing a tool for the assessment of pragmatic competence in an EFL academic***

*context*(lecture)

The present paper is concerned with the development of a C2-level language assessment tool designed to assess university students' pragmatic and language competence. The tool serves the final exam of a 4<sup>th</sup> semester course given to second-year students of English language and literature and focuses specifically on the part of the exam which deals with students' pragmatic competence, and related language awareness.

In the light of our work (Tzanne, Ifantidou & Mitsikopoulou 2009; Ifantidou 2010; Ifantidou & Tzanne forthcoming), assessing pragmatic competence is shown to involve assessment of students' pragmatic and metapragmatic awareness as well as of their use of metalanguage while (a) interpreting the overall force of a text, (b) identifying the linguistic devices that led them to this interpretation, and (c) explicitly verbalising the link between linguistic devices and interpretation. The suggested assessment of levels of pragmatic competence draws on data from statistical analysis of 300 final exam scripts (*Genres in English*, June and September 2010).

The proposed method of assessment is proposed as an innovative testing tool, because it is a genuinely pragmatic, *discourse*-based approach to testing pragmatic competence, where both *explicit* and *implicit* meanings are retrieved by drawing on a wide range of naturally-occurring *lexical and grammatical features*. More importantly, the proposed assessment constitutes a more accurate testing tool because it allows for *levels* of pragmatic and linguistic competence, and a more realistic tool, because it does so in authentic reading contexts priming the reader's spontaneous reaction and contribution to meaning making in L2.

### **Teruko Ueda,**

#### ***"Integrated study of communication styles of physicians and patients in primary care"***(poster)

Objectives: This research quantitatively and qualitatively describes the content and communication styles of physicians and patients of the primary care medical interview in Tokyo and Osaka in Japan. To integrate and relate these to general communication styles as described in the literature (Onoue, 1999; Fudano, 2006), and to explore the patterns' relationships with physician and patient characteristics and dialects between Tokyo and Osaka.

Design: Description of routine communication in primary care based on audiotape analysis; a modified RIAS (Roter Method of Interaction Process Analysis System) (Roter and Larson, 2002; Noro, Abe and Ishikawa, 2003) and interactional sociolinguistic discourse analysis (Goffman, 1981; Gumperz, 1982; Tannen, 1987).

Setting: A total of 3 clinics and hospital in Tokyo and Osaka.

Participants: The participants were 78 patients with ongoing problems related to disease.

Results: As shown in the study of patient-doctor communication patterns (Roter et al, 1997), at least 3 communication patterns are revealed in Tokyo and Osaka: (1) "narrowly biomedical," characterized by closed-ended medical questions and biomedical talk occurring in 72 % of visits in Tokyo and 55% of visits in Osaka; (2) "expanded biomedical," showing the moderate levels of psychosocial discussion occurring in 23% of visits in Tokyo and 35% in Osaka; and (3) "consumerist," characterized by patient questions and claims and physician information giving (3% of the visits of both Tokyo and Osaka). Biomedically focused visits were more used more often with more older and male patients.

Conclusions: Primary care communication styles range from "mainly biomedical information centered patterns" to "expanded biomedical with psychosocial talk and negotiation patterns" according to the difference of dialects (Tokyo and Osaka), gender (male and female patients) and age (old and young patients).

### **Annika Valdmets,**

#### ***The historical evolution of modal particles in Estonian*** (poster)

The study shows the grammaticalization of some of the Estonian adverbs (e.g. *tegelikult* 'actually, in fact', *loomulikult* 'certainly, naturally', *vabalt* 'frankly, openly') into modal particles, based on written sources from

the 1890s through 2000s. These words once had a syntactic role and carried a concrete meaning but now provide a modal assessment to a sentence or a phrase as a whole.

Modal particles could hold many different functions (see Brinton 1996; Simon-Vandenberg, Aijmer 2007; Traugott, Dasher 2002) and have a tendency to grammaticalize (see e.g. Hopper, Traugott 2003; Heine, Narrog 2010), displaying generalization in meaning content, occurrence in new contexts, and loss of phonetic substance. The current study argues that regardless of the general unity of the process, the evolution of every single word can be quite diverse.

The data come mainly from the Corpus of Estonian Literary Language and from the Balanced Corpus of Estonian with some additional examples from current colloquial usage. A separate section is dedicated to each modal particle. First, the qualitative differences between adverbial and particle usage are shown with the help of concrete examples. Secondly, the quantitative analysis is presented, showing the relative shares of percentage and numbers of the two types of usage per decade. Also frequency at which each word appears in the corpus as a function of studied decade is shown. In order to avoid very small numbers, frequency per 100,000 words is used. The resulting graphs illustrate the close relationship between frequency of occurrence and the modal function of the word.

*Brinton, L.J.* 1996. *Pragmatic Markers in English: Grammaticalization and Discourse Functions*. Berlin–New York (Topics in English Linguistics 19).

*Heine, B., H. Narrog* 2010. *Grammaticalization and Linguistic Analysis*. – *The Oxford Handbook of Linguistic Analysis*. New York (Oxford Handbooks in Linguistics), 401–423.

*Hopper, P.J., E. Traugott* 2003. *Grammaticalization*. Second edition. Cambridge (Cambridge Textbooks in Linguistics).

*Simon-Vandenberg, A.-M., K. Aijmer* 2007. *The Semantic Field of Modal Certainty. A Corpus-Based Study of English Adverbs*. Berlin–New York (Topics in English Linguistics 56).

*Traugott, E., R. B. Dasher* 2002. *Regularity in Semantic Change*. Cambridge (Cambridge Studies in Linguistics).

## **Sarah Van Hoof, Jürgen Jaspers**

### ***Fact and fiction in Flemish public broadcasting: Linguistic evolutions in television series***(lecture)

Like most other western public service broadcasters, the Flemish public broadcasting corporation (VRT) was devised as a centrally organized, monopolist public service, addressing its viewers as citizens of the nation and pursuing the goals of civil emancipation and popular elevation. Moreover, from its foundation in 1931 as a monolingual Dutch broadcaster within the still unitary Belgian state, the VRT was a precursor of Flemish cultural autonomy, which reflected in a cultural nationalist broadcasting policy. Unsurprisingly, the linguistic policy that ensued from these modernist and nationalist ideas strongly advocated the use of Standard Dutch in all broadcasting.

The VRT's broadcasting policy went through extensive changes after the liberalization of the Flemish TV market and the advent of a competing commercial channel in 1989. While the old educative and cultural ideals gradually foundered, however, the VRT's language policy remained relatively unaltered. Yet, the general impression among linguists and commentators in Flanders is that especially since the advent of commercial broadcasting, language use in certain TV genres, notably fiction and entertainment genres, has shirked from the VRT's strict linguistic policy and fallen prey to an evolution of substandardization that has also been noticed in other Western European countries. Particularly a so-called 'in-between variety', lying structurally in between 'proper' Standard Dutch on the one hand and 'real' dialects on the other, seems to have gained ground.

Focusing on the genre of fiction, the purpose of this lecture is to substantiate the abovementioned impressions by comparing language use in the series broadcast by the VRT in the early 1980s (1977-1985), at the end of the monopolist period, with language use in contemporary fiction (2008-2009). The data consist of a corpus of 21 series, which were analyzed by means of both quantitative, variationist and qualitative, interaction-oriented methods.

The results indicate that contrary to general impressions, fiction has been heavily permeated by substandard language use for at least thirty years. At the same time, however, language use in fiction has changed shape: whereas language use in 1980s fiction was still very heterogeneous and covered the entire spectrum between Standard Dutch and basilectal dialects, contemporary fiction is dominated by a much more uniform use of the in-between variety, with both dialects and Standard Dutch having virtually disappeared from the genre.

Our purpose is to demonstrate that these linguistic changes are part of wider changes in the genre of fiction over the last 30 years, which in turn can be situated within the foundering of the Flemish and educative broadcasting project. We will argue that as a result of these evolutions, fiction has today become a more problematic genre for the VRT's standard language policy than it was in the 1980s, but at the same time, and somewhat paradoxically, that it is precisely due to that standardization project that both dialects and Standard Dutch have become largely unusable in the genre.

**Lieven Vandelanotte,**

***The discourse of distance in John Banville's fiction***(lecture)

Comparing data from two defining novels in John Banville's career to date, *The Book of Evidence* (1989) and *The Sea* (2005), this paper proposes to distinguish five distancing features in his prose and describes them at the interface of pragmatics and poetics in terms of the cognitive-linguistic notions of blending, decompression and evocation of mental spaces (e.g. Fauconnier and Turner 2002, Dancygier and Sweetser 2005).

The first two features illustrate distance at the level of discourse, in which material is 'borrowed' by the speaker from another speaker to construct the former's own discourse, without this being accompanied by a deictic shift to a distinct, represented speaker as in direct quotation. **Metalinguistic usage**, illustrated in (1), in which the speaker comments on the appropriateness of a given expression is a frequent feature in Banville's fiction. Less frequent, but still significant, is the broader phenomenon of **distancing speech representation**, which rather than isolated expressions involves whole utterances emanating from another's discourse being consistently represented from the deictic perspective of the narrator, as shown by the consistent first person use in (2)

(1) 'Take off your coat, at least,' I said. But why at least? What a business it is, the human discourse. (*Sea* 21)

(2) Where were they, the pictures, I cried, what had she done with them? I *demand*ed to know. (...) Demand, did I? – I, who had gone off and abandoned my widowed mother, (...) (*BoE* 59)

**Metafictional distance** crosses from the epistemological into the ontological realm, as in it a distance is taken not just vis-à-vis the words chosen to embody the storyworld, but vis-à-vis the narrative process and the storyworld itself, such that the latter becomes unstable. (3), for instance, concerns a tender scene with the narrator's dying father, abruptly retracted; (4) is one of many examples of playfully random acts of name-giving.

(3) Stop this, stop it. I was not there. I have not been present at anyone's death. (*BoE* 51)

(4) What was her name? What was it. (...) Mrs Strand, I shall call her Mrs Strand, if she has to be called anything. (*Sea* 161)

The remaining distancing techniques are more specific to the novels under consideration, but both, like metafictional distance, pertain more to the narrative process *per se* than to its product. The situation of discourse in *The Book of Evidence* is characterized by the (pretence) **address of story-internal narratees**, a device which puts the reader at a further remove. Finally, the distinct modes of **decompressing the novels' narrators** distances the narrating I from the experiencing I and puts the reader's confidence in the narrative further to the test, as illustrated by the referring expressions in (5).

(5) But who is it that lingers there on the strand in the half-light, (...) What phantom version of me is it that watches us – them – those three children – as they grow indistinct in that cinereal air (...) (*Sea* 137)

The combined effect of the five distancing features analysed is to reflect a world view to which an uneasy sense of disconnectedness is fundamentally integral, and ends up infecting the reader.

Dancygier, Barbara and Eve Sweetser (2005) *Mental spaces in grammar: Conditional constructions*.

(Cambridge Studies in Linguistics 108). Cambridge: Cambridge University Press.

Fauconnier, Gilles and Mark Turner (2002) *The way we think: Conceptual blending and the mind's hidden complexities*. New York: Basic Books.

**Iloa Vandergriff,**

***"Hmmm :)" – Quasi-Nonverbal Cues in Computer-Mediated Interaction***(lecture)

In sharp contrast to widely held beliefs of their ubiquity, emoticons such as a :-)'smile' are fairly rare in most CMC environments (e.g., Crystal, 2005; Hancock, 2004; Vandergriff & Fuchs, 2009). In addition, recent findings (Derks et al., 2008a; Hancock, 2004; Walther & D'Addario, 2001) cast serious doubt on the claim that emoticons translate nonverbal cues of oral interaction into text-based CMC (Lo, 2008; cf. Crystal, 2005; Danet, 2001). Hancock (2004), for example, shows that emoticons lack both "range and nuance" (p. 450). In some contexts of use, nonprescribed punctuation, especially ellipsis, exclamation and question marks may play a larger role than emoticons (e.g., Hancock, 2004). By the same token, little is known about the functional range of any of these quasi-nonverbal CMC cues. For example, a marker for online "silence", ellipsis has been shown to cue irony (Hancock, 2004) and to mitigate a face threat (Vandergriff, 2010).

Using data from synchronous computer-mediated college classroom discussions (app. 5,000 words), this data-driven study explores the relational work of advanced foreign language students as they negotiate a group consensus on a moral dilemma. I take a discursive, i.e., interactionally grounded approach to analyze how participants use CMC cues including emoticons (e.g., ":-)"), nonprescribed punctuation (e.g., "...", "!!!", "!!?!"), filled pauses ("hmmm"), capitalization ("YOU"), or vocal spelling ("soooo") to enhance, maintain and challenge relationships. The research questions are:

1) What exactly do CMC markers contribute to the message?

a) Can we identify a core meaning for each marker?

b) How do these markers combine/interact with one another?

2) How do participants use these markers to enhance, maintain and challenge relationship?

Ultimately, the study seeks to contribute to a better understanding of interpersonal aspects of online communication.

**Pamela Vang,**

***Doing Being the Good Guys***(lecture)

This paper discusses the way in which changes in the socio-political climate and increasing globalisation have impacted upon the way in which oil companies use marketing strategies to make meaning and create social reality. The study is longitudinal and is based on the advertisements that different oil companies placed in quality periodicals, primarily *The Economist*, in 1958 and 2008. The many changes that took place over this time period, above all, fired by the Kyoto Protocol on Climate Change, the increasing public awareness of the negative consequences of Hydrocarbon man's addiction to oil, resulted in the need for the oil companies to create a new social reality in which they still featured as heroes. They have made this transformation by narrating a shift from oil to energy.

The analysis of the advertisements indicates that as a reaction to the prevailing socio-political conditions, the oil companies have radically changed the discourse of their marketing strategies. On the socio-political level, while they still present themselves as forces for growth, development and well-being, in response to growing criticism they have become the champions of a greener world. In 1958 for example, Shell and BP featured regularly in *The Economist* where they presented visions, societal benefits and products. However, in 2008 their narratives were of visions, societal benefits and the environment. This shift in orientation has been followed by all the oil majors.

Globalisation, leading to a shift from monoglossic to heteroglossic "communities" where companies advertise internationally has spurred several other trends. Firstly, both the language and the illustrations used in the advertisements have become less culturally charged as the readers of the marketing message do not necessarily share the same "webs of significance" (Geertz). The tropes and intertextuality of 1958 have given way to a blander and simpler form of English and kernel sentences have become more commonplace. Moreover, the relative dominance of text and visual has seen a shift. Today the trend is for the text to explain the visual rather than the visual to illustrate the text. A further point of interest is that the corporate "we" of 1958 has become more diffuse and all-encompassing. The instructive monologues of 1958 have been transformed into a dialogue with the consumer. This can be seen not only in the use of pronouns, but also through the visual design of the advertisements and the way in which, facilitated by modern communication technology, the public are encouraged to participate in the co-creation of "our" energy future.

To summarise, the different metaphors by which we now live (Lakoff and Johnson) have forced the oil companies to change their way of "doing being the good guys".

**Alena Vasilyeva,**

***Constructing an Institutionally Preferred Form of Interactivity in Dispute Mediation***(lecture)

The proposed project is an exploratory study that examines transcripts from dispute mediation to explore how people in conflict attempt to deliberate – that is, to use discussion to determine a prudent course of action (e.g., Aristotle, 2000). The mediation sessions involve divorced or divorcing couples attempting to create or repair a plan for child custody arrangements. The study specifically examines mediator actions for keeping the disputants on task – that is, on negotiating plans about caring for their children and investigates how an institutionally preferred form of interactivity is constructed in the ongoing course of interaction. An existing collection of transcripts from audio recordings of mediation sessions at a mediation center in the western United States served as a source of interactional data. The main focus of observation is on mediator communicative practices for keeping disputants on task. These are observed by attending to the word choices of mediators and their language actions evident across a corpus of transcripts. As the dialogue quality is a mutual achievement of all the participants, not just the mediator, the center of attention is also on different linguistic and interactional resources disputants provide in the course of interaction. The simple categories are useful for getting at higher order concepts such as topics and dialogue activities. The study shows that an institutionally preferred form of interactivity is constructed ongoing, often implicit, negotiation of what is on or off task through the uses of linguistic and interactional "materials" available in the moment to the participants. Mediators' uses of language to make references, establish topics, and launch dialogue activities are design moves that signal what is on-task and thus articulate the deliberative activity.

**Camilla Vasquez,**

***"Usually not one to complain but...": Constructing Identities in Online Reviews***(lecture)

The pragmatics of computer-mediated communication (CMC) is a rapidly growing area of scholarly inquiry. In the CMC literature, claims are often made that the Internet presents opportunities for disembodied and anonymous types of communication. The present study sought to determine what types of optional identity claims, self-disclosure, and positioning statements are made by individuals online, even when they are not required to do so. The study examined a purposeful sample of 100 consumer hotel reviews from the popular travel website, *TripAdvisor*. The guiding research question for the study was "What are the discursive resources that reviewers use to construct identities as particular types of individuals?" At least three levels of resources

emerged from the analysis. These levels include: the userID, self-disclosure related to membership categories (gender, occupation, lifestyle choices), and identity claims/positioning statements related to travel experience and levels of expectation. Additionally the analysis revealed that humor and intertextuality (characteristics of CMC previously discussed previously by Benwell and Stokoe, 2007) were also used in online reviews to help construct authors' identities and to position them as particular kinds of people, such as "non-complainers," "experienced international travelers," and "individuals with reasonable expectations." Finally, I suggest that in light of questions about the authenticity of such user-generated content (Gretzel, 2007; Scott, 2009) in online environments, the more of these discursive resources that a reviewer draws on, the more successfully he/she is able to construct an online identity as an authentic and trustworthy source of travel information.

### **Ariel Vázquez Carranza,**

#### ***"O sea" in Mexican Spanish Talk***(poster)

This study, framed within the methodology of Conversation Analysis, examines the Spanish sequential marker *o sea*. This is a particle composed by the conjunction *o* (or) and the third person of the verb *ser* (to be) in its subjunctive form, *sea*. It is a completely fused particle so nothing can go between *o* and *sea* (Schwenter, 1996). Whereas there have been studies of this particle within pragmatics and discourse analysis (e.g. Casado Velarde, 1991; Romera, 2001; Felix-Brasdefer, 2006), little is known about its sequential implications in talk. The data used in this study is naturally occurring conversations in Mexican Spanish.

The analysis reveals that *o sea* is used when doing repair. In this analysis I examine self-initiated self repair and other-initiated self repair (Schegloff et al., 1977). *O sea* may also preface a request for confirmation. Finally, it is established that when prefacing a decomposition of an element (e.g. 'weekend' is decomposed by the speaker into 'Friday, Saturday, and Sunday') *o sea* marks the support of a strong statement previously launched.

Casado Velarde, Manuel. 1991. Los operadores discursivos es decir, esto es, o sea y a saber en español actual: valores de lengua y funciones textuales. *Lingüística Española Actual* 13.87–115.

Felix-Brasdefer, J. C. 2006. Pragmatic and Textual Functions of *O sea*: evidence from Mexican Spanish. Selected Proceedings of the 8th Hispanic Linguistics Symposium, ed. Timothy L. Face and Carol A. Klee, 191-203. Somerville, MA: Cascadilla Proceedings Project

Romera, Magdalena. 2001. Discourse functional units: a re-examination of discourse markers with particular reference to Spanish. Los Angeles: University of Southern California dissertation.

Schegloff, Emanuel A., Gail Jefferson and Harvey Sacks, 1977. "The preference for self-correction in the organization of repair in conversation". *Language* 53: 361-382.

Schwenter, Scott. 1996. Some reflections on 'o sea': a discourse marker in Spanish. *Journal of Pragmatics* 25.855-74.

### **Solange Vereza,**

#### ***Analysing metaphor in argumentative texts within a cognitive-pragmatic approach***(lecture)

This paper draws from the theoretical assumption that there is a dialectic relationship between the cognitive and pragmatic dimensions of metaphor in language in use. The Conceptual Metaphor Theory (CMT- Lakoff and Johnson, 1980, 1993, Kövecses, 2002, 2005) has introduced what can be considered as a paradigm shift within metaphor studies: the *locus* of metaphor, which was traditionally language, was displaced to the realm of thought. As a result, language, either as a system or as use, was epistemologically relegated to a secondary role in metaphor research; i.e., merely a source of potential linguistic evidence of underlying conceptual metaphors.

More recently, however, there have been, on the one hand, criticisms of this view, and, on the other, proposals for both "taking metaphor out of our heads and putting it into the cultural world" (Gibbs, 1999) and for investigating it in language use or discourse (Cameron, 1999; Samino, 2008) without disregarding its cognitive nature and function.

Within this perspective, this paper aims at presenting the results of an analysis of the pragmatic and cognitive role of metaphor in argumentative genres such as editorials and letters to the editors. The research questions directing the study are: a) In what ways does metaphor in use draw on conceptual metaphors to fulfill its primary pragmatic function, namely, persuasion, in argumentative texts? b) How are new metaphors co-textually developed for persuasive purposes in such texts? and c) What role do the cultural aspects of sociocognition play in metaphorical language used in argumentative discourse?

To explore these questions, three different, but complementary micro and macro units of analysis have been adopted: linguistic markers of underlying conceptual metaphors (Lakoff, 1993); systematic metaphors (Cameron, 2003) and metaphor niches (Vereza, 2007). The previous identification of metaphorical language in the selected texts (6 editorials: three in English, from the *New York Times*, and three in Portuguese, from *Veja* Magazine and *O Globo* newspaper, both from Brazil; and letters to the editors, from the same sources) was based on the criterion of "incongruence" (Kittay, 1990).

The results have shown that the use of metaphor as an argumentative resource draws heavily on supposedly shared cultural and ideological assumptions. When writers introduce a new metaphor whose understanding is not

automatically guaranteed, they provide the necessary information from the source domain to establish, for the reader, the argumentatively oriented link with the target domain. In other words: the explanation of the metaphor through discursively construed mappings seems to result in an increase of the persuasive, therefore, pragmatic, effect of the argumentation. The analysis has also indicated that conceptual metaphors seem to play a significant role in most discursive uses of metaphor; however, this does seem to be evident in all cases of metaphoric language found in the data. As a whole, the study reinforces the belief that analyzing metaphor in discourse requires a multidimensional, though systematic, approach which combines the gains of both sociocognitive and pragmatics theories.

**Begoña Vicente,**

***Do we really need unarticulated constituents in cognitive pragmatics?***(lecture)

I argue for a reassessment of the idea, which both (radical) contextualists and cognitively-oriented pragmaticists (Relevance Theory) share, that there are constituents of the proposition communicated by a certain utterance which are ‘in no sense articulated’ at any level of linguistic representation, and which are entirely supplied on pragmatic grounds by a process of *free enrichment* (cf. Hall 2008). I distance myself, however, from the two main lines of argument against unarticulated constituency: the *indexicalist* view ( Stanley 2000, Stanley and Szábo 2000, Szábo 2001 ), which claims that these constituents are syntactically represented in the logical form of the utterance, and the *minimalist* perspective (Borg 2005, Cappelen and Lepore 2005), for which these elements are not part of the proposition expressed by the sentence –and so are semantically irrelevant. To the contrary, I claim that the content these constituents contribute to the proposition communicated is both semantically relevant and structurally constrained, though not syntactically represented by indices in a logical form which is derived from the surface string of the sequence. I will argue that it is the underlying view of *what it is for a natural language to articulate meaning*, as based on the standard notion of compositionality, that makes unarticulated constituents inevitable for a cognitively-oriented pragmatics. I look at intrinsically dependent interpretations which provide evidence that the addition of pragmatically derived content to the proposition communicated need not correspond to a constituent of the sequence (or its narrow syntactic representation) but still be grammatically required. This shows that the compositional mechanism has ways of calling on context to contribute to the proposition being built other than through the use of indices (whether overt or covert), and challenges the standard assumption that all matters of constituency and structure of the proposition expressed are defined prior to any semantic and pragmatic considerations. More importantly for my purposes here, it shows that we cannot automatically argue from the lack of indices in syntax to a freely operating pragmatic system, as is standardly done by proponents of free enrichment in pragmatics.

The view of linguistic articulation that I will defend sees the building of propositional representations as triggered by the ostensive stimulus *directly*, without mediating abstract syntactic representations for the surface string, and allowing for information from different sources to be integrated in the representations being built in response to the constraints the linguistic input imposes on the construction of well formed representations of content in LoT (cf. Kempson et al. 2001; Cann et al. 2005, 2009; Groefsema 1992, 1998 ). In this light, I show that even for such radical cases of underspecification as subsentential utterances, which have been argued to constitute the ‘existence proof’ of unarticulated constituency (cf. Hall 2008), a more natural and cognitively plausible account of their reconstruction can be given in terms of a structurally constrained process of building a well-formed propositional representation in context.

**Cecile Vigouroux,**

***Performing Narratives of Conversion***(lecture)

This paper explores narratives of conversion by three Congolese Pentecostal pastors in Kinshasa, Democratic Republic of Congo. The pastors share the experience of being founders of their respective churches and being converted at adult age from either Catholicism or Islam. My analysis focuses on two main aspects: 1) the functionality of the narratives of conversion and 2) the patterns of their discursive structures.

I argue that narratives of conversion help ratify both the pastors’ devotion to God and their role as church leaders. During my field research, the narratives emerged in connection to discourse on the foundation of the churches. The pastors all associate the experience of receiving the call of God with becoming the leader of one’s congregation. I argue that while these narratives enact the narrators’ personal experiences of encounter with God, they also play a central role in legitimizing the pastors as a self-proclaimed prophets or guides, or just reinforcing their religious status. A question to be addressed is then the following: To what extent do the plausibility and strength of the recounted experiences not depend on the narrator’s ability to conform to a specific expected script? The main argument in support of this interpretation is the formulaic quality of the narratives. A comparison of the narratives highlights the fact that while they exhibit the narrators’ singular experiences with the Holy Spirit, they also display similar, recurring patterns of narrative construction, which I intend to articulate explicitly and analyze.

**Dan Villarreal,**

***Connecting Judgments to Usage: Spanish Learners and the Metapragmatics of *usted* versus *tú****(poster)

This study will explore several themes of L2 pragmatic and sociolinguistic development, including sociolinguistic fluency & accuracy, metapragmatic awareness, and the development of L2 social identity, by looking at Spanish L2 learners' usage of formal and familiar terms of address (i.e. *usted* vs. *tú*). Students in university-level Spanish classes, one low-level class and one intermediate-level class, will participate in structured oral role-play interaction with native Spanish speakers of varying age, gender, and social distance. One week after the interactions, subjects will answer a questionnaire relating to address form choices for given interlocutors, for example, male vs. female, previously known interlocutor vs. previously unknown, etc. (Subjects are native speakers of English whose exposure to Spanish is almost entirely classroom instruction-based.) We are thus able to compare several effects: (1) the relationship of L2 pragmatic accuracy and fluency to level of study, (2) Spanish learners' level of consistency between stated metapragmatic judgments and actual pragmatic usage, and (3) how this relationship between metapragmatic judgments and pragmatic usage may change over time.

This study brings together the traditions of research on L2 French T/V address forms (Belz & Kinginger 2002; Dewaele 2002, 2004; Kinginger & Farrell 2004) and L2 Spanish beginning-learner pragmatic development (Koike 1989; Pearson 2006). Notably, it borrows from Dewaele (2004) the idea of collecting not only self-reported address form beliefs but also actual usage data; the key innovation in this study is *connecting* each participant's metapragmatic beliefs to his or her usage data. This paper will conclude with a discussion of the non-numerical data to see if any unexpected usage patterns emerge in the oral interactions. This paper will provide thoughtful conclusions about the degree to which learners employ (or fail to employ) their metapragmatic knowledge in actual usage, as well as the evolving nature of this metapragmatics/usage relationship.

**Dimitra Vladimirov,**

***Semantic/pragmatic possibilities and ambiguities of personal reference in academic discourse: A cross-cultural approach***(lecture)

This paper presents a comparative study of personal reference use in a corpus of 30 Linguistics journal articles by Greek-speaking and English-speaking authors. Although the phenomenon of personal reference in academic writing has been explored in the literature (e.g. Hyland 2002), methodological issues that pertain to its analysis in cross-cultural contexts have received less attention. This study takes a discourse-analytic approach complemented by quantitative analysis. Special attention has been given to parameters relating to the cross-linguistic analysis of personal reference between Greek which is a pro-drop language (Holton et al. 2002), and English which uses independent person markers (Siewierska 2004).

The following questions will be addressed:

1. How are the different referential and pragmatic possibilities of 1<sup>st</sup> person singular and 1<sup>st</sup> person plural explored by Greek-speaking and English-speaking authors?
2. What patterns of *ambiguous we* can be identified in my corpus and how do authors manipulate the ambiguity inherent in the 1<sup>st</sup> person plural?

I propose a semantic/pragmatic functional taxonomy which lends itself especially to cross-linguistic and cross-cultural studies. Three main categories of pronominal reference were identified; *referential*, *generic* and *ambiguous*. Each of these was further divided into a number of subcategories, with a view to providing a fine-grained picture of the phenomenon. The ambiguity of 1<sup>st</sup> person plural has been pointed out before (e.g. Mühlausler and Harré 1990, Flöttum et al. 2006). In this paper I take this issue further by identifying and examining different patterns of ambiguity and their rhetorical functions, including examples that cut across the inclusive-exclusive divide.

The results indicate that there is considerable cross-cultural variation in the two sets of data in terms of distribution and rhetorical function. Although *I as a researcher* encapsulates different degrees of agency and authorial presence, the preference of English-speaking linguists towards 1<sup>st</sup> person singular indicates that they construct a more committed stance towards their material. In the Greek corpus the *editorial we* fulfils a range of functions, which in the English corpus would be typically realised by the use of *I as a researcher*. Audience addressivity by means of *inclusive we*, which compensates for the distancing effects of 1<sup>st</sup> person singular, is more common in the English corpus. The size and type of the academic communities under examination emerge as explanatory factors for the differences between the two datasets (cf. Yakhontova 2006).

Flöttum, K., D. Trine, et al. (2006). *Academic Voices: Across Languages and Disciplines*. Amsterdam/Philadelphia, John Benjamins Publishing Company.

Holton, D., P. Mackridge, et al. (2002). *Greek: An Essential Grammar of the Modern Language*. Athens, Ekdoseis Patakis.

Hyland, K. (2002). "Authority and invisibility: Authorial Identity in Academic Writing." *Journal of Pragmatics* 34: 1091-1112.

Mühlausler, P. and R. Harré (1990). *Pronouns and People: The Linguistic Construction of Social and Personal Identity*. Oxford, Basil Blackwell.

Siewierska, A. (2004). *Person*. Cambridge, Cambridge University Press.

Yakhontova, T. (2006). "Cultural and Disciplinary Variation in Academic Discourse: The Issue of Influencing Factors." *Journal of English for Academic Purposes* 5: 153-167.

**Elvis Wagner, Santoi Wagner**

***Assessment of Non-verbal Pragmatic Competence and Classroom Pragmatic Competence***(lecture)

In accord with the theme of the conference "Pragmatics and Its Interfaces", the present study seeks to investigate the interface between pragmatics, pedagogy, and assessment. Most models of second language communicative competence include pragmatic competence as a vital component of the model (e.g., Bachman, 1990; Bachman & Palmer, 1996; Canale, 1983; Canale & Swain, 1980; Celce-Murcia, Dornyei, & Thurrell, 1995). In a similar vein, numerous researchers focusing on effective pedagogical practices by non-native speakers have described the importance of non-native speaking teachers being knowledgeable of the "classroom culture" where the teaching takes place (e.g., Gorsuch, 2003, 2006; Trentin, 2009). This "classroom pragmatic competence" can be seen as a vital component of pragmatic competence for teachers that are not native to that particular culture.

The present study investigates how prospective teachers' pragmatic competence is measured in a performance assessment. At a large public university in the Eastern United States, international teaching assistants (ITAs) must demonstrate an accepted level of oral proficiency in English by achieving a certain level on the TOEFL iBT before being able to teach in the classroom. Those potential ITAs who do not reach the prescribed level are required to take a 3-credit course designed to improve their spoken English, and their teaching effectiveness. The culminating assignment for this course requires ITAs to teach an 8-minute simulated mini-lesson. A group of raters evaluate the mini-lesson using a scoring rubric that has two major categories: "Presentation Language Skills" (oral proficiency in English), and "Teaching Skills/Interactional Skills" (teaching effectiveness). Each of these categories includes five sub-categories that are scored individually. While there is not a specific "pragmatic competence" component to the scoring rubric, two of the subscales ("Nonverbal Communication" and "Interaction with Students") in the rubric seem to be designed to assess the ITA's non-verbal pragmatic competence, and classroom pragmatic competence. E. Wagner (2008, 2010) has argued that L2 listeners' pragmatic competence includes the ability to utilize the non-verbal components of spoken language (including posture, gestures, facial expressions, use of space, and non-language sounds, all of which are included in the TEACH test scoring rubric for "Nonverbal Communication") to comprehend spoken language.

Thus, this study investigates the extent to which raters' assessments of a speaker's non-verbal pragmatic competence and classroom pragmatic competence correlate with and predict broader measures of oral proficiency and teaching effectiveness. The following research questions were examined:

RQ1: To what extent do ratings of an ITA's non-verbal pragmatic competence and classroom pragmatic competence correlate with each other? Which sub-categories of oral proficiency and teaching effectiveness correlate most highly with non-verbal pragmatic competence and classroom pragmatic competence?

RQ 2: To what extent do ratings of an ITA's non-verbal pragmatic competence and classroom pragmatic competence predict the measures of oral proficiency and teaching effectiveness?

Correlational analyses and multiple regression were used to examine these research questions, and preliminary results suggest that the operationalized measures of pragmatic competence do correlate moderately with other measures of oral proficiency and teaching effectiveness, and are moderately successful at predicting a test-taker's overall oral proficiency and teaching effectiveness.

**Gareth Walker,**

***"Trail-off" conjunctions in face-to-face American English conversation***(lecture)

A change in speakership from one participant in a conversation to another usually occurs at a point of grammatical, pragmatic and phonetic possible completion. However, changes in speakership can occur in other environments, such as that following a "trail-off" conjunction (e.g. "and", "or", "so", "but") produced just after a point of possible grammatical and pragmatic completion.

In this study of "trail-off" conjunctions drawn from approximately 4 hours of video recordings of American English conversations between friends, family members and student colleagues, sequential analysis is combined with detailed analysis of phonetic design and visible performance in an effort to extend two strands of research which have hitherto remained largely separate: work on embodiment, and work on the phonology of conversation.

The main question addressed in this paper is: what is it about certain conjunctions that provides for their treatment as points of transition relevance, i.e. as points in conversation where a change in speakership may legitimately occur? The phonetic design of "trail-off" conjunctions fits them to the pitch and loudness trajectories of the prior talk, without prominence and without final glottal closure (cf. previously documented turn-holding silences). Transition relevance following the conjunction is displayed visibly via disengagement during the

production of talk (e.g. turning away from a hearer, engaging in some other task), the use of gaze in a search for a next speaker, and the completion of any ongoing gestures before or simultaneous with the production of the conjunction.

Grammar would suggest that these conjunctions are additions to a possibly complete grammatical, or turn-constructional, unit (and therefore a device for continuing talk past a point of possible completion). It is shown, however that the phonetic design of the talk and its visible performance make the "trail-off" conjunction an integral part of that unit, and that participants treat it as such in their production, interpretation and subsequent treatment of utterances. This finding shows that details from a range of semiotic fields have potential relevance to participants' interpretations of utterances.

### **Alan Wallington,**

#### ***Another Fine Mess: Metaphors for Disorder, Disorganisation and Incompetence***(lecture)

I shall present theoretical, historical and corpus-based arguments that metaphors for disorder, disorganisation, imperfection and incompetence (i.e. disorder created when order is required) present a number of challenges to the traditional view of Conceptual Metaphor Theory. I shall argue a role for broadening or generalising the source to a category that can subsume the target, (c.f. Glucksberg & Keysar 1990 or Relevance Theory (Sperber & Wilson 2008)). More radically, I shall argue that a need to expand the resulting target category by specifying further information, such as a person causing the target state, can determine which source related terms are exploited for metaphor. Crucially these other terms need not project their typical or salient meaning, only those aspects needed by the target.

Rather than one single source domain projecting a specific way of viewing the target, a range of unrelated source domains with different histories can be used to describe disorder in broadly similar ways. The following seem largely interchangeable: 'mess', which derives from a word for food via a narrowing to pulpy food such as porridge; 'shambles', from an area of butchers via any place of carnage or slaughter; 'muddle', from mud; 'botched', from a botcher or mender household objects and clothes; 'butcher's job', from cutting up and dividing an animal.

At a more abstract level all these different source concepts can be analysed as involving different instances - sometimes only historically- of some physical entities being, what Douglas (1966) calls "out of place", which presupposes the concept of something being in its proper, usual or perfect place. Moreover, the target of disorder can be similarly defined with the addition that the target is not necessarily restricted to physical entities; one part of these terms' metaphoric journey being to disconnect the lack of order from the physical. I will discuss the relation between this analysis and two of Grady's (1997) Primary Metaphors - *ORGANISATION IS PHYSICAL STRUCTURE*, " and *IMPERFECTION IS DIRT* .

To illustrate my second claim, consider the much discussed sentence "*My surgeon is a butcher*," implying the surgeon is incompetent. I shall argue that there is no justification for abstracting incompetence from our knowledge of butchers (c.f. Glucksberg & Keysar 1990, Lakoff 2008), or to assume that incompetence emerges from comparing the butcher's manner and means of cutting with those of the surgeon (c.f. Grady et al. 1999; Sperber & Wilson 2008).

I shall argue that butchering an animal destroys the integrity of the animal and so creates a state of disorder. As with "mess" shambles", etc. this can be broadened to disordered states in general. Given this metaphor, we might wish to describe an agent or causer of the disordered state:

*"If John has butchered that song, then he is a butcher"*

This expansion of the butchered state metaphor is top-down and target-driven. All that needs to be known for the purposes of the metaphor is that the butcher is the agent. Nothing else needs to be projected or abstracted from the butcher, such as style of cutting.

### **Hansun Zhang Waring, Barbara Hruska**

#### ***Problematic Directives in Pedagogical Interaction***(lecture)

Directives are attempts by the speaker to get the hearer to do something, such as questioning, suggesting, requesting, advising, and the like (Searle, 1975). Such attempts are integral to teachers' pedagogical repertoire, and their efficacy crucial to optimizing learning outcomes. The ability to fashion directives productively, however, remains a challenge for practicing teachers. One of the most difficult skills for novice teachers, for example, is asking fine-tuned elicitation questions that attend to learners' emerging understandings (Wong & Waring, 2010, p. 268). In this paper, we describe the specific ways in which certain practices of directives can disengage learner attention, block participation, and ultimately, stifle learning opportunities. Our aim is to achieve a finer understanding of this important pedagogical practice in hopes that greater understanding would lead to greater efficacy.

Data come from a videotaped tutoring session collected at an after-school early literacy program for ESOL students. Mindy the tutor was an undergraduate who majored in elementary education, and Nora the tutee a first grade native Spanish speaker from Mexico. The analysis is done within the conversation analytic (CA) framework, and ethnographic information is utilized in our overall discussion of the findings.

Upon a closer look, what initially appears to be Nora's inability to follow directions turns out to be a problem of a different kind—the turn design of Mindy's directives. In fact, problematic directives appear to manifest two features: (1) lack of focus, and (2) absence of account. For example, the ambiguity of “Underline it.” is not only captured in Mindy's multiple self-repairs that oscillate between the various referents for “it” but also compounded by her nonverbal gestures that confuse rather than clarify. Questions that target specific answers may also be designed in such a way that makes a set of rather unrelated answers acceptable, thereby diminishing their effectiveness in focusing the learner's attention on a specific trajectory. Another major obstacle to shaping effective directives is beginning new activities or the switch of activities without providing any accounts. Repeated instances in the data show that Mindy's logic for issuing certain directives, when not made evident for Nora, quickly creates disalignment between the two. As the chasm between Mindy's agenda and Nora's world widens, Nora becomes increasingly disengaged. Indeed, these problematic directives are not just produced as problematic by Mindy but also treated as problematic by Nora, as evidenced in a variety of her responses that range from displaying confusion, lodging complaints to suggesting alternative courses of action.

By specifying some of the features that render directives less likely to gain compliance, findings of this study contribute to the existing work on directives and their responses, especially on how compliance may be sought (e.g., C. Goodwin, 2007; M. Goodwin, 2006; Gordon, 2008; Hutchby, 2002). Understanding the complexities of directives also forms an empirical basis for developing better pedagogical practices and strengthening teacher training in K-12 contexts.

### **Yasuhisa Watanabe,**

#### ***Face and Meritocracy: Merit as construal of pan-situational face***(lecture)

The notion of face threat presupposes that the interlocutor has already established his/her face in interaction. However, in real interaction, a threat to one's face can be felt regardless of the length of acquaintance between the interlocutors; the first utterance uttered by one interlocutor can potentially threaten the face of the other, thus terminating the interaction on the spot. This is because he/she already has self-determined set of positive social values that he/she identifies with, and when such set of values are threatened it is considered as a face threat. It is therefore convenient to presuppose that the face of a person, or at least the construal of it, exists independent of interactions with another. The theorisation of pan-situational face (Spencer-Oatey, 2005) may help in answering such phenomenon, in particular, how one achieves face independent of interaction and what determines face threat and face enhancement in interactions with new interlocutors.

The notion of Meritocracy can be adopted to explain how one's pan-situational face is formed and used in interactions. Meritocracy is a form of government, in which individuals with ‘merit’ within a community can take a higher position in the government. Merit is defined as ability and effort that an individual shows, and the superiority of an individual within the community is proportional to merit that he/she possesses (Daniels, 1978). In this presentation, I will firstly attempt to link the notion of merit as construal of pan-situational face in order to explain the process of one's achievement of pan-situational face, then show how theory of meritocracy can be applied to explain face phenomena in an interaction. An analysis of interactional data gathered from a company's product development meeting will be used to demonstrate this.

Daniels, N. (1978). Merit and meritocracy. *Philosophy and public affairs*, 7(3), 206-223.

Spencer-Oatey, H. (2005). (Im)politeness, face and perceptions of rapport: unpackaging their bases and interrelationships. *Journal of Politeness Research*, 1(1), 95-120.

### **Suwako Watanabe,**

#### ***Japanese nominalizer –n desu in spoken and written narratives***(poster)

This study compares the Japanese nominalizer *–n(o) desu* between spoken and written narratives describing unexpected experiences while traveling abroad and demonstrates that the nominalizer in the spoken narrative is used by the narrator to deal with cognitive, interactional, and discursual demands as s/he bridges the story and discourse worlds.

It is generally agreed that Japanese nominalizer *–n(o) desu* (it's that-) is used to provide explanation connecting a proposition preceding *–n(o) desu* to a phenomenon in a context (Noda 1997). Thus, in an example, “*Byooki na n desu* (It's that I am sick.),” the proposition, “I am sick,” explains some phenomenon (e.g., looking pale) in a context shared by the speaker and the interlocutor. Scholars have revealed other functions of the nominalizer through analyses of both spoken and written discourse (Noda 1990, Cook 1990, Maynard 1992). For example, Cook (1990) analyzed parent-child interaction and found authority-bearing meaning in *–no* (an informal variant of *–n desu*). Through the analyses of conversation, fiction, and literary essays, Maynard (1992) proposed that *n(o) da* is a commentary predicate that expresses speaker's cognitive process of objectifying a phenomenon through *–no* and foregrounding the speaker-hood through the use of *da*. While these accounts of the nominalizer are based on dialogues composed of exchanges of oral utterances or particular written discourse genres, this study sheds light on spoken and written narratives describing narrators' past experiences.

The comparison of the nominalizer in spoken and written narratives reveals that the nominalizer is used in 28% of the major predicates in the spoken narratives whereas the proportion was only 6.7% in the written narratives.

A closer analysis of the use of nominalizer in the spoken narratives indicates that the narrator used the nominalizer to frame a certain stretch of past experience. The nominalizer occurs after a series of actions or events each of which ends in gerundive predicate denoting temporal sequence (e.g., *~te*, *~te*, *~n desu*). Furthermore, the nominalizer frequently co-occurs with a contrastive clausal marker *kedo* (but) or an interactional particle *yo* (I tell you) or *ne* (you know). The linguistic context in which the nominalizer is used in the spoken narratives indicates that it marks a boundary of a certain chunk of memory about a past experience whereby the narrator bridges the story world to the world of current discourse. Since the narrator when writing does not have audience to deal with at the time of writing, most of the nominalizers were used for explanation or point-making.

The analyses of the nominalizer appeared in the written and spoken narratives point to a difference in the interactional needs in the communicative modes. Chafe (1987, 1994) pointed out that the cognitive and interactional demands that the act of speaking puts on a speaker results in fragmentation. In addition to the cognitive and interactional demands, the discursual demand of effectively producing suspension may be attributable to the frequent use of the nominalizer as non-explanatory usage in the spoken narrative in this study.

### **Sophia Waters,**

#### ***"Nice, rude, polite": Anglo social concepts***(lecture)

*Nice*, *rude* and *polite* are key Anglo sociality concepts, which, appropriately analysed, can reveal much about the socially accepted and approved ways of behaving in Anglo society. As expected of heavily culture-laden words, they lack precise translation equivalents in many languages and can fairly be regarded as cultural key words (Fox, 2004; Wierzbicka, 1997), but they have received relatively little attention from a lexical semantic point of view (but see Waters, 2008 on *nice*). The (im)politeness studies of recent years (Blum-Kulka & Kasper, 1990; Brown & Levinson, 1987 [1978]; Culpeper, 1996; Culpeper, Bousfield, & Wichmann, 2003; Kienpointer, 1997; Meier, 1995; Watts, 2003; Watts, Ide, & Ehlich, 2005) have given increasing attention to *rudeness*, but there remains a blind spot when it comes to the meanings of *rude* and *polite*, in the language and usage of ordinary speakers. What does it mean when someone describes a particular behaviour as *nice*, *rude* or *polite*, as in *It's nice to chat with friends*, *It's rude to interrupt* or *It's polite to offer your seat*? This paper provides a comprehensive lexical semantic analysis of these three adjectives in a set of collocational and constructional frames. Their similarities and differences are revealed through explications for the formulas *It's nice/rude/polite to VP* and *a nice/rude/polite person*. The explications are framed in the simple universal primes of the Natural Semantic Metalanguage (NSM) developed over the past three and a half decades by Wierzbicka (1996, 2006) and colleagues (Goddard & Wierzbicka, 2002; Peeters, 2006). The argumentation is supported by corpus material on Australian English, naturalistic observation and examples from the World Wide Web.

For reasons of space, the explications cannot be adduced here, but the following observations can be made. Whilst *nice* and *rude* straddle the interpersonal and social domains, *polite* remains strictly a social concept. It conveys a dual concern: displaying respect for the interactional protocols that are appropriate to particular situations and concern for the projected image of the self. *Rude* signals something like social ignorance. Describing a particular behaviour as *It's rude to VP*, as in *it's rude to stare*, means that people would expect such behaviour to elicit negative feelings such as discomfort or offence in other people, which flow onto negative assessments of that person. *Nice* is vague, but it is this vagueness that contributes to its remarkable semantic versatility. A *nice person* is concerned about making sure that other people feel something good in their presence. They do not want other people to feel something bad because of something they have done.

From a historical perspective, it is notable that the meaning and usage of *polite* has shifted from being solely applicable to a certain social class, to being applicable to people generally (France, 1992). Data will be adduced to argue that the word is still shifting in its meaning, revealing a growth point in the development to Anglo sociality concepts.

### **Michel Wauthion, Anne Morel-Lab**

#### ***Scrutinizing the Health, Hygiene and Safety policy setting as cross-cultural indicators in the development of a mining industrial project***(lecture)

The general framework of this research is to study the emergence of multicultural issues into mining and metals industry projects.

Because of the emergence of sustainable development awareness, the mining industry has acknowledged that mining projects can have a significant social impact on local communities. It has therefore developed tools to measure this impact and committed broadly into preventing it. The setting of an International Council of Mining and Metals (ICMM) in 2004 testifies this commitment.

But at the same time, it is also clear that companies have to cope with multicultural issues in the management of their working load on site. Big projects involve a large number of participants, whose coordination is not to be taken for granted. There are very few studies aiming to connect the external policy of the company with its indigenous neighbours and the inner cross-cultural issues it has to face with. The purpose of this lecture is to

present and analyse one salient indicator of methodological transfers between the company management of external social impact and internal cultural diversity.

The *Health, Hygiene and Safety at work* policy (HHS) represents such an indicator. This policy is raised by the obligation to comply with international rules in sustainable development. This may not be the only available indicator but it is easy to demonstrate and it is also directly related to good practices in the management of human resources.

On the Vavouto industrial site in the Northern Province of New Caledonia, the necessity to comply with HHS programs and procedures, which include both international project management and field working, is directly related to the presence of multicultural managers and operators, who demonstrate adequate technical, cultural and linguistic skills adapted to the workers. Each actor addresses differently the necessity to respect the rules of interaction when he has to supplement the procedures described by the explicit contract with implicit social conventions and common sense, eventually completed by the difference of attitudes and sensibility towards the company.

This is where we notice the difference between an Anglo-Saxon task-based and a more idealistic French version of the terms of reference of what a corporate position is about. To give an example, an immigrated Asian worker who follows the HHS rules of his home environment may find irrelevant the intervention of a security agent towards his working behaviour, because it is not related to his own reference of routine. Different communication codes may also not be shared. Language misunderstanding is in this case only a side aspect of a general cultural misinterpretation inserted into a working routine which is not shared by speakers in interaction.

D'Iribarne Ph (ed.), 1998 : *Cultures et mondialisation*. Paris : Seuil.

Goddard, C. (ed.). 2006. *Ethnopragmatics: Understanding Discourse in Cultural Context*. Berlin: Mouton de Gruyter.

Segal J-P., 2009. *Le monde du travail au coeur du destin commun*. Nouméa : Direction du Travail.

### **Longxing Wei,**

#### ***Bilingual Cognitive Faculty and Pragmatic Markedness in Codeswitching***(lecture)

The prevailing view about the relation between linguistic choices and society has been that linguistic choices depend on the social context, the social identities of speakers and their addressees, as well as other factors such as topic, setting, and genre. While most social context-based approaches can explain normative choices (e.g., Gumperz 1982), they do not explain departures from the norm. Departing from the models putting primacy on the social context in accounting for code choices, this study applies a rationality-based model to the explanation for codeswitching (CS). It explores two questions: Why do bilinguals engage in CS? What motivates their code choices? Based on some naturally occurring Chinese/English and Japanese/English CS instances, this study claims: Speakers' rationality is the crucial mechanism in linguistic choices (cf. Elster 1989, 1994; Sperber and Wilson 1996), and the social context alone cannot be the crucial determinant in linguistic choices. As part of their general cognitive faculty, speakers possess a 'markedness evaluator' (Myers-Scotton 1995, 1997) which predisposes them to view possible code choices as more or less unmarked or marked; speakers make certain unmarked choices (i.e., expected way of speaking and indexes of an expected rights and obligations (RO) set (Myers-Scotton 1993)), based on their exposure to the norms of language in their speech community; at times, speakers make marked choices (i.e., departure from the expected way of speaking and indexes of a different RO set) to negotiate a change in the expected social distance holding among participants, either increasing or decreasing it (Wei 2003).

The CS instances discussed in this paper involve three types of switching: *tag-switching* (the insertion of a tag in one language into an otherwise monolingual utterance), *intrasentential switching* (a switch in one or more slots in an otherwise monolingual sentence), and *intersentential switching* (a switch at a clause or sentence boundary, where each clause or sentence is in one or the other language). This study has three major findings: (1) Like bilinguals in other speech communities, Chinese/English and Japanese/English bilinguals maintain a daily speech pattern of CS. For these speakers who have dual socio-cultural identities associated with two languages, CS itself becomes their unmarked choice. It is in intrasentential switching where unmarked choices most frequently occur. (2) Most switched elements are 'content morphemes' (i.e., lexical morphemes) (Wei 2006). This is because at the lexical-conceptual level, content morphemes are more easily accessible than system morphemes for speakers' communicative intentions. (3) Marked choices frequently occur in intersentential switching and carry speakers' pragmatic intentions and implicatures. This study concludes that CS reflects the communicative function of bilinguals' cognitive faculty and pragmatic competence. It is the overall discourse pattern of switching which has the social import in unmarked CS. Unmarked CS is a move for speakers to identify with the unmarked RO balance in a particular interaction. Speakers switch to a marked choice to negotiate a different RO set. As rational actors, speakers attempt to achieve some desired outcome which they see as optimal. Thus, each individual switch is cognitively grounded and pragmatically motivated.

### **Sarah White,**

#### ***Closing surgeon-patient consultations***(lecture)

In primary care, the transition between the treatment recommendation and the closing of the consultation is a point at which patients can raise additional concerns either about the current diagnosis and proposed treatment or an altogether different health concern (Robinson, 2001). In surgeon-patient consultations in New Zealand, a patient is often referred for a single problem within the realm of the surgeon's expertise, rather than having self-referred with a possible multitude of problems. This alters the way in which surgeon-patient consultations close when compared to how they are closed in primary care consultations. Closings in surgeon-patient consultations are influenced by the recommended treatment, including whether the patient is expected back for a follow-up visit or will be referred back to the referring doctor or on to another doctor.

Conversation analysis has been successfully used in the analysis of primary care communication research (Heritage & Maynard, 2006). I have used what is known about the "generic orders of organization" (Schegloff, 2007) of conversation to analyse the turn-taking, sequence organization and turn design of 35 video-recorded consultations (collected between 2004 and 2006). The data includes consultations from general surgery, vascular surgery, breast cancer surgery, and cardiothoracic surgery. Overall, this research explores patient agency in the little studied area of surgeon-patient communication. It also provides important basic information regarding the structure of surgeon-patient consultations, which can be used in the development of training models for surgeons, which are currently primary care based.

Using conversation analysis, this paper examines the way in which the closings of surgeon-patient consultations are co-constructed by the participants. This research has identified a number of different pre-closings (Schegloff & Sacks, 1973) used by surgeons to move toward closing the consultation. These non-mutually exclusive pre-closings include arranging surgery, referring back, arranging diagnostic testing and organising a follow-up appointment, to name a few. This paper also examines the ways in which both participants can move away from closing-relevant activities and in particular the conversational tools used by patients to maintain agency within the closing moments of the surgeon-patient consultation.

Heritage, J., & Maynard, D. W. (Eds.). (2006). *Communication in Medical Care: Interaction between primary care physicians and patients*. Cambridge: Cambridge University Press.

Robinson, J. D. (2001). Closing medical encounters: two physician practices and their implications for the expression of patients' unstated concerns. *Social Science and Medicine*, 53, 639-656.

Schegloff, E. A. (2007). *Sequence Organization in Interaction* (Vol. 1). Cambridge: Cambridge University Press.

Schegloff, E. A., & Sacks, H. (1973). Opening up closings. *Semiotica*, 7, 289-327.

### **Valerie Williams, Lisa Ponting, & Kerrie Ford**

#### ***Being a professional shadow: Using CA to explore strategies to facilitate community interactions with people who have intellectual disabilities***(lecture)

Engagement with ordinary community settings is a key theme in UK disability policy (DH, 2009) and in particular it is a major research priority in intellectual disability (ID). However, non-discursive work has continually revealed the isolated and uneventful nature of the lives of people with ID. Personalised support is intended to offer a way forward, with support workers "facilitating" and providing an interface between the person they are supporting and others in the community.

The goal of this paper is to explore via CA how support workers accomplish this interactional task. Based on analysis of naturally occurring video data from a research study that included people with ID as researchers (Williams et al., 2009; Williams, 2011), this paper will focus on interactions that took place in settings outside the home.

A major problem for people with ID is that third parties tend to engage with their support worker, rather than directly with them. However, there are interactional strategies that can be deployed to give turn slots to the person with ID, including the translation of information, prompting and scaffolding. Sometimes, specific preparation and rehearsal are carried out, and at other times a type of "ventriloquism".

The implications of these findings will be discussed, both for institutional CA and for the practical development of support worker skills.

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### **John Wilson, Heather Walker**

#### ***Transitional Justice in Seventeenth Century Ulster: The 1641 depositions as a Truth Commission***(lecture)

The second half of the twentieth century witnessed an increasing reliance on "truth commissions" as a means of managing transitional justice. While South Africa remains the best known and most publicized example, such

trans-judicial bodies were commissioned for many other areas exiting periods of violent civil unrest, such as Chile, Guatemala and Sierra Leone.

There is a tendency therefore to view such commissions as specific to the 20<sup>th</sup> and 21<sup>st</sup> centuries.

This paper aims to challenge that view by presenting the 1641 Depositions – a body of witness statements relating to the Ulster Rebellion of that year – as an historic truth commission by undertaking a social constructionist discourse analysis comparing the discourse of the truth commissions for Argentina and Chile to that of a sample of the 1641 depositions in order to highlight the similarities and draw out any differences that might preclude the depositions from being categorised as a truth commission and revealing instead the process of evolution that transitional justice has undergone.

To complete this study, we shall utilise Wodak's discourse-historical approach to discourse analysis, however the extreme timeframe involved shall necessitate the expansion of that approach's understanding of what constitutes "context".

In this way, we shall address the gap in the current literature which presupposes the contemporary nature of such strategies of transitional justice, and challenge the notion that state-sponsored crimes against humanity are a modern construction. The designation of the 1641 depositions as a truth commission also facilitates a diachronic understanding of violence and reconciliation in Northern Ireland, an area which has commissioned investigations and tribunals into such atrocities as the Omagh Bombing or "Bloody Sunday". This in turn should inform those working towards reconciliation in Northern Ireland of the deep-seated nature of the conflict, and contribute to the debate on the function of truth commissions in negating intractability. Finally, this paper shall assess the importance of individual and collective narratives of disclosure in the healing and rebuilding of a fragmented society, as regards the Northern Irish situation in particular, but also touches on the wider, global context.

**Jean Wong,**

***Conversation Analysis in Comparative Perspective: Adjacency on the Loose***(lecture)

From a conversation analytic (CA) perspective, the concept of adjacency is one of the most robust, if not the cream that rises to the top, in CA's research tradition of over forty years. Adjacency, that is, nextness of words, utterances, turns or sequences, serves as a key resource for participants in maintaining common ground and achieving intersubjectivity in talk-in-interaction (Clark, 1996; Schegloff, 2007). Participants rely on adjacency as foundational support in constructing turns and undergirding sequences. The adjacency pair is one manifestation of this notion, for instance, when a particular type of second pair-part is fitted in the next turn with a particular type of first pair-part of a prior turn, e.g., greeting-greeting, offer-acceptance, or the like (Schegloff & Sacks, 1973). But the adjacency pair is not the only way in which participants display nextness as an oriented-to feature of talk-in-interaction (Schegloff, 1986, 2007; Schegloff & Sacks, 1973). Given adjacency's wide-ranging reach, it draws in major organizations of practice such as turn-taking, sequencing, and repair.

Here I focus on one dimension of adjacency that has not received sufficient attention in previous work, namely, its tightness. By tightness I mean, for instance, the connectedness of current and next turns. Using a CA framework, I discuss examples of tight adjacency in talk between linguistically proficient/native speakers of the language of interaction (traditionally referred to as native/native, i.e., N-N conversation). Then, I juxtapose those exemplars of adjacency with a dataset drawn from second language conversations (traditionally referred to as native/nonnative, i.e., N-NN conversation).

The findings reveal that as a common-sense procedure by which interactants achieve intersubjectivity and common ground, adjacency may be different in specialized communities. The difference also speaks to the notion of membership categorization, that is, identities as native/expert speaker, non-native/novice speaker, teacher and learner. Moreover, an interactional tension between intersubjectivity and progressivity is captured in somewhat distinctive ways (Heritage, 2007; Schegloff, 1999; Stivers & Robinson, 2006). In the N-NN dataset presented, adjacency is not tight but loose. This is consistent with the first order of interactional business, i.e., to keep it going as a conversation, which is a task that may be more challenging for second language users. Thus, loose adjacency is another common-sense interpretive method, one in which errors or misunderstandings are sometimes allowed to pass or are dealt with in covert ways. A relaxation of (tight) adjacency is in keeping with the asymmetric nature of talk in specialized communities in which the principle of 'let it pass' rises to the conversational surface more vividly (Cicourel, 1974, Garfinkel, 1967, Firth, 1996, 2009). This paper contributes to a current emphasis on comparative perspectives in CA research (Enfield & Stivers, 2007; Schegloff, 2009; Sidnell, 2009).

**David Woolls, Alison Johnson, David Wright, William Dickson, & Jonathan Saatchi**

***Winning words: A Lexical Anatomy of the 2010 British Election Debates***(lecture)

This research began when we were contacted by a TV production company in the run-up to the 2010 UK General Election (between the second and third debates). They were making a programme about how 'politicians sound the same' and wanted linguistic proof. We began a detailed comparative computational investigation of the lexical choices of each of the speakers (Brown, Cameron and Clegg) in the first two debates and later in all three: 15, 22, 29 April 2010. As we suspected, our analysis did not confirm the production company's hypothesis

and therefore did not make it to the TV programme. In this paper we examine the more interesting question of how three speakers answering the same questions say different things and in distinctively different ways and if/how this contributes towards the construction of 'winning' words. In addition, since Cameron and Clegg went on to become coalition leaders, we ask: is there anything in the lexis that sets Cameron and Clegg apart from Brown and that puts Cameron 'on top'?

The UK is well behind other countries in having televised election debates, which means that there is a wealth of research on the Austrian, Australian, Canadian, French, German, Greek, Italian, Korean, New Zealand, Norwegian and US debates. Much of this focuses on psychological approaches to the creation of attitude, impact, image perception and political learning (e.g. Philip 2008) in audiences, rather than linguistic approaches through lexical and pragmatic analysis. Some exceptions are Doerfel and Connaughton (2009) and Slatcher, Chung, Pennebaker, et al (2007). Our lexical content analysis of the British 2010 Election is both computational and qualitative, making use of a bespoke computer program we created and *Wordsmith Tools* (Scott 2006), to enable us to examine the lexical selection and pragmatic force of the distinct and shared vocabulary, collocations and clusters across the three speakers and three debates.

Our findings are that:

- Clegg uses by far the widest vocabulary in all three debates;
- there is little evidence of reactive use of another leader's vocabulary;
- each leader has distinctive voice which persists through the debates;
- modes of address or reference by each leader to the others are distinctively different e.g. Brown talks to Cameron not about him, whereas Clegg talks about Cameron not to him;
- modality is used differently by the incumbent Brown compared with Cameron and Clegg;
- Brown, Cameron and Clegg *think* and *know* differently.

Our pragmatic analysis focuses on what these rhetorical choices achieve in relation to the construction of 'ethos' and a unique and distinctive voice, whilst also constructing a contrastive stance in relation to the other speakers. The extent to which the unique voice is also representational, populated by intertextual rhetoric from prior speeches and events is also considered, by comparing the frequent vocabulary and word clusters with prior texts by each speaker. In this way we suggest that image perception, issue ownership, political commitment and candidate evaluation is strongly lexically constructed by the political leaders for the viewing and voting audience.

## **Cihua Xu,**

### ***Abductive Reasoning in the Adaptability Theory of Pragmatics***(lecture)

Within the broadly defined so-called Continental European tradition of pragmatics, which eventouching upon much that goes under the rubric of cultural anthropology, sociolinguistics and psycholinguistics (Huang,2007), one of the outstanding examples is the adaptability theory of pragmatics (ATP) proposed first by Belgian linguist Jef Verschueren at the end of last century. It presents a coherent theoretical framework in terms of which most of what is known today about the pragmatics of language, i.e. language use, can be reflected upon and further explored. Though there are the basic analytic concepts of variability, negotiability and adaptability, the specific mechanism of pragmatic reasoning is rarely discussed in the framework of ATP. However, if this issue is not put on the agenda, the vitality and impact of the theory will be affected considerably.

According to the ATP, using language involves the continuous making of linguistic choices (both in speaking and in interpreting). Language expression is a productive selecting process during which the speaker generates numerous possible alternatives related to his or her intention, evaluates the possible choices according to communicative principles and strategies in a particular context, and finally selects the potentially best-adapted expression. Similarly, language understanding is an explanatory selecting process during which the explainer makes hypotheses about the speaker's possible intentions based on the received linguistic information, and then deletes apparently inappropriate speculations and selects what it likely to be the speaker's real intention according to the context. No matter whether this selection is productive or explanatory, the 'right' choice must rely on the 'right' inference.

Abductive reasoning is a process of searching for the best explanation, and its reasoning process could be expressed as: (1) D is a collection of data (facts, observations, givens); (2)H explains D (would, if true, explain D); (3) no other hypothesis can explain D as well as H does; (4) therefore, H is probably true (Josephson &Josephson, 1996, p. 5). Its core idea is that the agent needs to form hypotheses to explain a set of facts, and rule (3) demonstrates the competitive relationship among the different explanatory hypotheses. This idea accords with the ATP. Generally speaking, language understanding is a process in which the explainer speculates about what the speaker intends to convey, in accordance with the expressed voices and words. The explainer may make a large number of different explanations for one expression, and may pick the most plausible one. This reasoning process of searching for the best explanation includes variability, negotiability and adaptability, as suggested in the ATP.

To sum up, productive selection and explanatory selection, as presented by ATP can be explored in the framework of abductive reasoning. Using the achievements of the current abductive reasoning research to construct an effective formal representation, this theory could be improved and applied to more fields. Firstly, a

clear formal analysis of numerous cases, could be used to train people for more effective communication in specific contexts. Secondly, formal representation could facilitate the cooperation between ATP and artificial intelligence, which could be used to improve human-computer interaction systems.

**Hitoko Yamada,**

***Two vectors to form categories: Japanese colour expressions with prefix “ma”***(lecture)

This paper aims to clarify the process of categorization. Colour expressions in use show that participants in conversations or writers are not satisfied only with lexicalized colour categories, but are unconsciously and actively categorizing the colours in their sights. Categories are not static, but they change in contexts. Some forces are working to change or produce categories in cognition.

Japanese prefix ‘*ma*’ gives form to the forces in categorization. This prefix expresses that the nature of the topic is a true member of the category classified by the following word. For example, the Japanese sentence “*yuu-hi wa ma-kka(=aka) da* (the setting sun TOP ‘*ma*’ -red FP)” means that “the colour of the setting sun is a true member of the colour category of ‘*aka*’ (red),” i.e. “the setting sun is *truly* red.” The prefix ‘*ma*’ represents the speaker’s intention to categorize the thing in sight, and functions as a vector to categorize it in cognition.

We examine data of Japanese compounds of prefix ‘*ma*’ and colour terms, “*ma* - colour term,” collected from the Balanced Corpus of Contemporary Written Japanese (BCCWJ) of National Institute for Japanese Language and Linguistics, and from the ordinary conversations. The data show that the same colour term with the prefix ‘*ma*’ can refer to two different kinds of colours. Though the prefix ‘*ma*’ always indicates that the colours in sight are true members of categories, the compounds “*ma* - colour term” do not always refer to the prototypical colours of the lexicalized categories. In contexts, they sometimes refer to some colours outside the scope of the lexicalized categories. The prefix ‘*ma*’ can throw the colour of the topic into two different kinds of colour categories – lexicalized colour category and *ad hoc* colour category. The prefix ‘*ma*’ can function in two ways in colour categorization.

The two kinds of functions of Japanese prefix ‘*ma*’ correspond to the two kinds of vectors working in cognition when we categorize colours in contexts: a vector to get close to the prototype of the lexicalized category due to similarity, and another vector to get away from some other category due to contrastive difference, in the direction toward the prototype of the lexicalized categories. The first vector tightens the unity of the lexicalized category, and the second vector can transform the lexicalized category flexibly and produce a new *ad hoc* category. The result of this study suggests the possibility that the two vectors dynamically form categories in general.

**Masataka Yamaguchi,**

***Finding (sub)cultural knowledge in discourse: The cases of a ‘racially-mixed’ Japanese/New Zealander***(lecture)

The major aim of this paper is to explore implications of Michael Silverstein’s statement that ‘communication ... faces in two directions. Communication in the form of semiotic behavior presupposes knowledge states of participants, and entails further knowledge states.’ In doing so, I provide arguments against anti-cognitivism. By ‘anti-cognitivism’ I mean the broad tendencies that avoid appealing to cognitive psychological explanations, which are found among some ‘schools’ of discourse analysis, including conversation analysis. Specifically, I draw out some of the implications of Silverstein’s statement by rethinking the hypothesis of the ‘division of linguistic labor,’ by which Hilary Putnam posits the non-shared nature of certain concepts such as technical terms. For those terms are only known to a subset of the speakers or ‘experts’ in a society. My point is that the hypothesis of ‘division of linguistic labor’ is consistent with two interlocutors being in ‘exactly the same psychological state’ against the backdrop of the societal norms of language use. In other words, I argue that discourse analysts should be open to cognitive psychological explanations and refer to the findings of cognitive science in general, and cognitive linguistics and cognitive anthropology in particular.

In order to better understand the two directions that ‘exist’ in communication, I analyze two sets of discourse data taken from my interviews with a ‘racially-mixed’ Japanese/New Zealander in New Zealand. By the analysis that examines the aspects of textuality-in-context, I argue that some concepts in discourse are relatively ‘presupposed’ or even taken-for-granted in an interaction against the background of group or other societal norms. If a given concept is presumably widely shared, it is considered to be part of ‘cultural knowledge.’ On the other hand, if only a subgroup of people share a concept, the knowledge is called ‘subcultural.’ Note that the notion of ‘culture’ is here defined as ‘largely tacit, taken-for-granted, and invisible assumptions that people share with others of their group,’ following cognitive anthropologist Naomi Quinn.

It is argued that crucial to textual coherence in interactions is the co-construction of a ‘poetic’ structure, which refers to any discursive regularity that emerges explicitly by the repetition of lexical items such as place names (e.g. New Zealand, Japan, etc.) or ethnic labels (e.g. Maori, Indian, Pacific Islander, etc.) and syntactic parallelism, and implicitly by the organization of discourse with deictic pronouns (*I, we, they*, etc.) and other grammatical devices including tense or aspect.

It is also argued that by combining presupposed concepts, we can create relatively entailing or even newly-

emergent knowledge in the contingencies of discursive interaction. It is shown that this discursive pattern is appropriate for communicating 'subcultural knowledge' to an outsider by an insider of a sub-group, such as the New Zealand Army, to which the racially-mixed Japanese/New Zealander belongs.

**Tsukasa Yamanaka,**

***Potency of the Project Methodology in English Education at the University Level: From the Learners' Viewpoint***(poster)

Present-day English education in the Japanese university faces many problems, and functional solutions have been continuously sought. My own experiences in "Project-based English Education" for over 10 years, as a student, a teaching assistant, and a teacher of the subject, have shown me that project-based English education employs methods that enable learners to act autonomously. Therefore, this study focuses on project-based English education, which was theorized and practiced originally by N. Yuji Suzuki, Shigenori Tanaka, and Minoru Shimozaki in Keio University at Shonan Fujisawa. Drawing on their views, the study examines how the project-based methodology works in English education. The thesis examines the concept and practice of the "project," demonstrating that it can also be a meaningful methodology from the learners' perspective.

The trend in Japanese English education policy is to emphasize "communication," and the project-based methodology adopts this approach. This study reveals its effect, significance and theoretical fabric as an outgrowth of communication theory by focusing on learners' acquisition of self-affirmation, which the methodology supports.

Part 1 discusses the present state of English education in Japan and raises the possibility of substituting the project-based methodology for current methods. Reviewing previous theoretical studies in Part 2, Part 3 analyses the theoretical features of project-based English education from the learners' standpoint and then explores how the project-based methodology functions and what implications it might have for English education. Part 4 attempts to validate the methodology through the observation of participants and a case study at the Colleges of Life Sciences and Pharmaceutical Sciences of Ritsumeikan University. Part 5, concerned with the assessment, discusses contemporary evaluation-related issues and presents the notion of "assistant evaluation" by proposing experimental ideals that promote its feasibility. Part 6 concludes with a summary of the methodology's achievements, discusses its limits, and provides topics for future work.

**Rika Yamashita,**

***Accommodating and challenging - Japanese-Urdu bilingual pupils using adults' second language variety for authority***(poster)

Discourse-based sociolinguistic studies in codeswitching among migrant adolescents have been of interest from various aspects. This paper discusses instances of 'South Asian male adult style Japanese' (referred to as SAMAJ from here onwards), used by Japanese-Urdu bilingual pupils. Some of its features are different from the standard Japanese in phonology, phonetics, intonation, semantics, and pragmatics, which are all imitations of how the South Asian male adults use Japanese. SAMAJ is often accompanied with a lower tone of voice, again clearly indexing the South Asian male adult members. It was used by the pupils when challenging what the teacher has said, or to put some air of power.

I argue that in using SAMAJ, the pupils are accommodating their language to the teachers and at the same time challenging the teachers. The pupils are accommodating to the teachers by using the actual form used by them rather than the standard form, so that the message gets through clearly and directly in case they did not understand the standard form. However, at the same time, the pupils take advantage of the fact that the teachers do not notice they are codeswitching, rather than using the standard Japanese they usually use. Imitating the teacher is one of the ways pupils challenge the teacher in or out of the classroom, and if this was done explicitly, it may be face-threatening. What goes unnoticed by the teachers is the fact that they are actually being more aggressive and impolite by imitating the adults and making it a resource in speaking in a more aggressive and challenging way by invoking the authority the adults have.

The ways the pupils use English, Japanese, and Urdu in the classroom are not exactly equal in frequency or function. Japanese is used for wide purposes including speaking to the teacher as well as peer communications, whereas Urdu is restricted to speaking to the teacher and some quotations of adults, indexing the community adults. Urdu is used less in conflict situations than Japanese. SAMAJ, along with the three languages, is part of the language indexing the community adults, and fits into the complex situation where pupils can manipulate the language differences for challenging and defying, and at the same time be accommodating and polite.

I argue that SAMAJ plays a part in pupils' indexing of their social world and the context, and is embedded in the multilingual discourse negotiating the use of different languages in the classroom. I also suggest that the standard form of the societal majority language is not always associated with the authoritative voice. Fluent speakers of the societal majority language in a minority community, here the children, do not necessarily project the standard-vernacular hierarchy of the majority society. Authority or any other social construct is discourse context-embedded, and it can be seen from the discourse that migrants do not necessarily internalise the socioeconomic status of the majority community as the authority.

## Wenxiu Yang

### *Adjacency Pairs in Hills Like White Elephants*(lecture)

An adjacency pair (AP for short) is an important notion in Conversation Analysis. According to Schegloff & Sacks, APs are sequences of two adjacent utterances alternatively produced by different speakers in the order of a first pair part (FPP for short) and a second pair part (SPP for short). The study of AP can reveal, to some degree, the intention and relationship of the participants in interaction.

*Hills Like White Elephants* is a short story written by the world famous writer Ernest Hemingway, who won the Nobel Prize in 1954 for literature. The love story comprises a large quantity of dialogue between the male and female protagonists so that the plot develops through it. This artistic way of using dialogue to “show story instead of describing, explaining or narrating is one of Hemingway’s strengths” (Zhang 2002) and it has aroused many researchers’ interest ever since the story was published. However, the previous studies have a common weakness that they merely analyze some parts of the dialogue and simultaneously neglect others. Consequently, not all dialogues are taken into consideration and this is very likely to cause partial understanding or even misunderstanding of the story. In addition, some of the author’s writing techniques are not fully appreciated. To avoid the above deficiency, the present paper studies the story from a new perspective, namely, adjacency pairs. It weighs all the dialogue between the two major characters in the same way in order to achieve a comprehensive understanding of the story as well as the appreciation of the author’s techniques of writing. It can be considered as a macro-study of the whole story compared with the previous micro-study on it.

The paper conducts a data analysis. It first divides the whole story into 4 parts (i.e. beginning, development, climax and ending) and marks APs in each of them. It then specifies the structure of each AP and highlights the construction of some APs. What is followed is an analysis of all APs in each part. On the basis of the analysis some new findings are made regarding the theme, the structure of the story as well as the techniques of Hemingway’s narration.

## Li-chiung Yang,

### *Cognitive and Discourse Functions of Coherence Markers: The Analysis of Ranhou and Jiushi in Mandarin Conversation*(poster)

Linguists and language researchers have devoted significant attention to the study of discourse structure, and have been very interested in the elements that contribute to coherence and meaning in discourse. One category of linguistic elements that have key significance and which have attracted a substantial amount of research interest in recent years is discourse markers (Schiffrin, 1987; Fischer, 2006). Discourse markers are especially fascinating because their often minimal lexical content is accompanied with multiple levels of meaning that point to relationships of topic and pragmatic effect. In light of the critical importance of discourse markers to understanding language motivation and use, the goal of the current study is to investigate and delineate how discourse markers act to unify disparate textual, contextual, and pragmatic elements and bring coherence to discourse. Basing on 15-hours of spoken conversation, this study adopts a multi-tiered approach to the investigation of discourse markers in Mandarin, emphasizing both their linguistic and pragmatic function as interactive signals, as well as the cognitive and expressive force which underlies their immediacy in language.

The fundamental principle that guides the study is that the multi-dimensional functionality of discourse markers arises from underlying cognitive states and the expressiveness of discourse markers in communicating those states. Two discourse markers have special significance in exemplifying how discourse markers mirror the interactions among cognition, expressiveness, and pragmatic interactions that are at work in discourse: *ranhou* and *jiushi*. Our data show that the discourse marker *ranhou* ‘then’ functions as an indicator to link events, phrases, and topics in a coherent sequential relationship, thus acting as a critical interactive signal in the communication of cognitive progression of participant states. While the marker *jiushi* ‘just is’ also functions to link phrases and succeeding ideas together, *jiushi* acts to point to a restatement or further elaboration to present a more complete account, thus providing the complementary function to *ranhou* with respect to participant presumed knowledge status in discourse. The occurrence of the markers *ranhou* and *jiushi* provides mutual synchronization of participant cognitive and emotional states in their roles as key guideposts under the conditions of ever-changing topics and discourse goals.

Because of their primary function as connectives, discourse markers are crucial factors in providing a coherent framework for information exchange in discourse. Discourse markers are well-suited to represent very finely distinguished relationships among topic ideas and between participant knowledge and emotion states, and our study shows that *ranhou* and *jiushi* exemplify many of the critical relationships that exist between the functional and cognitive elements of language, and their correlated expressive forms. We expect that our study will illuminate and illustrate generalized principles of language production that extend beyond the immediate focus on these markers, providing a greater understanding of the nature of discourse coherence and contextual meaning in language.

## Ornkanya Yaoharee,

***“They called me a weirdo”: Cross-Cultural Miscommunications due to Differences in Politeness Strategies of Thai Professionals in Multinational Workplaces***(lecture)

The influx of multicultural and pluralistic cultures in both developed and developing countries has made multiculturalism a permanent condition of contemporary life throughout the world (Cook-Gumperz, 2001). Nowadays individuals in all kinds of organization are required to equally and mutually learn from each other for successful intercultural communication. Failure to be aware of other interlocutors' linguistic and cultural backgrounds may cause misunderstandings even though communicators are native speakers or advanced non-native speakers. In Thailand, there has been little exploration of intercultural communication or ways of teaching it in the ESL courses. Teachers focus on students' abilities to manage syntax and semantic competence rather than promoting sociolinguistic and pragmatic awareness.

The purpose of this study is to identify the sources of intercultural miscommunication among Thai professionals in multinational workplace settings in Thailand and the United States. The further aim is to investigate the pragmatic and sociolinguistic awareness of the participants. Four Thai individuals of similar educational background are interviewed and audio-recorded for about 45 minutes. The participants have a good command of English and work for multinational workplaces, where communication in English is the major part of their professional daily working routines. Two of the participants work for an airline and a consulting company based in Thailand, while the other two work for a non-profit international organization and an advertising agency in the U.S. The analysis is framed according to the different social and institutional paradigm as well as the degree of exposure to the target language.

According to the interview data, the sources of intercultural miscommunication depend on the social environment where the participants are located and different institutional setting. In terms of written communication, participants in the U.S. are more concerned about politeness as well as how to deliver the messages appropriately, while perfect grammar and vocabulary concern the participants in Thailand. In terms of spoken communication, participants in Thailand consider linguistic problems such as accents, limited vocabulary, and sentence formulation the sources of their intercultural workplace miscommunication, while participants in the U.S. focus on the sociolinguistic issues. Specifically, both participants in the U.S. are referred to as “the weirdo” by their colleagues due to the inappropriate and different use of some pragmatic features such as jokes and smiles. Such findings emphasize what Watts, Ide and Ehlich (2005) have argued about linguistic politeness that “there is little agreement as to what politeness is and politeness cannot be defined in the same way across cultural spaces.” This notion challenges the “universality” concept of politeness as proposed by Brown and Levinson (1987). The findings also contribute to the pedagogical implications for the ESL courses for occupational purposes. As the need-analysis survey by Thailand's Ministry of Education have shown, personnel of major industries such as automobile and IT were found to be in need of not only linguistic aspects or functional English, but also the knowledge of pragmatic levels or cultural awareness in order to be successful in their international dimensions of careers (Jatupot et al, 2004).

**Lynda Yates,**

***When the boot is on the other foot: Intercultural competence for overseas trained doctors***(lecture)

While healthcare communication has attracted increasing attention in recent years, early intercultural studies in the area often focused on interaction between native speaker medical staff and patients from a range of language and cultural backgrounds (e.g. Pauwels 1995). Increased global mobility among medical professionals, however, mean that in many contexts the doctors are themselves immigrants, operating in a medical and communication environment in which they were not raised or trained themselves, with the result that they not only face the challenge of understanding a new range of hospital systems and guidelines, but also a new set of cultural and communicative parameters even for those who have trained through the medium of English (e.g. Cordella & Spike, 2008). The communicative difficulties that arise can have serious real-world consequences not only for patients but also for the medical professionals involved. However, despite rapidly-increasing use of overseas-trained doctors in Australian hospitals, there is little systematic understanding of the precise nature of these difficulties or specialised intercultural communications training available to them. In this paper I report on a pilot study investigating the communication difficulties facing overseas educated doctors who are working and training in hospitals in Australia with the aim of making recommendations for training.

The study is a pilot for a larger study investigating communications issues for non-native doctors practising in city hospitals in Australia. The performance data from ten overseas medical graduates were collected from simulations of critical communicative events common in hospitals where actors played the part of patients and colleagues in a number of scenarios. The data were analysed for areas of misunderstanding and sociopragmatic and pragmalinguistic infelicity. A data-driven approach drawing on a range of techniques from interlanguage speech act and discourse analytic methodologies was used with the aim of systematically illuminating the relationship between these two dimensions of intercultural pragmatics in ways which are both theoretically sound and practically relevant to communications training.

On the basis of this analysis, I make recommendations for a principled approach to understanding the intercultural communications issues faced by overseas trained medical personnel practising in Australia and suggest preliminary guidelines for tackling these as an integrated part of a communications training program for doctors.

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Pauwels, A. (1995). *Cross-cultural communication in the health sciences: Communicating with migrant patients*. Melbourne: Macmillan.

### Etsuko Yoshida,

#### *The pragmatics of disfluency in dialogue processing*(lecture)

This paper focuses on disfluency patterns in spoken language, and it presents a pilot study, investigating how and why disfluency occurs, especially in dialogue. Spontaneous speech is abundant with disfluencies such as filled pauses, repairs, repetitions, false start and prolongations, all of which are significant but easily overlooked features of speech communication. Why are these features of disfluency important and how do they contribute to dialogue processing? In this paper, considering the theoretical and methodological problems that face analyses of dialogue, we present a general hypothesis: dialogue participants collaborate to create their common ground for introducing a new discourse entity and disfluency can have a positive effect on turn-taking issues and the establishment of common referring expressions. Then we intend to clarify what interpersonal interaction can affect the speech fluency and why disfluency has a positive effect on dialogue processing.

The findings indicate two patterns of disfluency features and four patterns of disfluency functions. First, disfluency tends to occur at the utterance-initial and it signals that an immediately subsequent utterance can include unfamiliar and new information. In dialogue, participants collaborate to introduce this information, i.e. usually a discourse-new entity, to establish common referring expressions for them. For example, *etto* is used not only as a prolongation of the speaker to keep his or her floor but also a clue to provide a helpful information for the interlocutor to keep the dialogue go forward as in example (1):

(1)

G: \*kuruma no hidari  
car of left 'at the left side of the car'

F: hai  
Yes 'Yes'

G: gawani nanika arimasu ka  
side at something is POL Q 'Is there something?'

F: e

F: to 'um'

G: koyano younamono wa arimasu ka  
hut of like something TOP is POL Q  
'Is there something like a hut?' (bd, p.9)

The follower's *eto* does have a positive effect on dialogue processing. Here the follower's filled pause can signal to the giver whether the dialogue needs to proceed by taking his or her turns for further utterances.

Next, in the middle of discourse, many repairs are a speaker's modification, i.e. self-repair, but there are cases that the participants collaborate to share the discourse entity or the route description to establish the common ground for their better achievement of the task.

Furthermore, some speech context e.g., delaying NPs and generating possible NPs, can affect the speech fluency at the initial stage of discourse. In the analysis of English data, the follower's utterance tends to contain fillers of the hearer-role orientation as clarification and as replies

These types of fillers can modify the giver's planning of dialogue processing, i.e. confirming and up-dating the shared information.

Lastly, disfluency is prevalent in the whole process of discourse, and participants keep using a variety of fillers to send a pragmatic cue to each other. In dialogue, the participants collaborate to take turns and try a repaired utterance to avoid the suspension of speaking or the interruption of the dialogue flow.

### Nina Yoshida,

#### *How 'things' diffuse agency: An analysis of MONO-clausal connective constructions in Japanese*(lecture)

A number of clausal connective constructions exist in Modern Japanese that involve the morphosyntactic element *mono*: namely, *mononara*, *monodakara*, *monode*, *monono* and *mono'o*. Such *mono*-clausal connective constructions (hereafter, *mono*-CCC) grammatically function to embed the *mono* CCC-marked clause as an adverbial and subordinate it within a main clause, while semantically signaling an antecedent-consequent relationship between (the propositional contents of) the two combined clauses that is either conditional with *mononara* (e.g., *Pari e ikeru mononara, itte-mitai desu*. 'If only I could go to Paris, I would like to go and see

[how it is].’), causal with *monodakara/monode* (e.g., *Mada tiisakatta monodakara/monode, yoku oboete-imasen.* ‘I was still young, so I don’t remember [it] well.’), or concessive with *monono/mono’o* (e.g., *Daigaku wa sotugyoo sita monono syusyokusaki wa mada kimatte-imasen.* ‘Although I graduated from college, I haven’t secured a job yet.’).

Past studies (e.g., Noda 1995, Itami 2000, Ogata 2001) have pointed out the availability in Japanese of other connective forms for expressing these three clausal relationships. Moreover, in the cases of *mononara* and *monodakara/monode*, it has been noted that the absence of *mono* in these constructions still results in a well-formed sentence expressing the same conditional and causal clausal relationships, respectively. However, a crucial omission in the literature has been what precise role *mono* is playing in constructions that do include this element, and what motivates speaker use of **mono- CCCs** in discourse?

This study seeks to address such issues by proposing an alternative, unitary analysis of **mono- CCCs** in Japanese discourse. The analysis is “unitary” in suggesting that a continuity exists in the semantics born by the element *monoin mono- CCCs*, and these represent inferable extensions of *mono*’s primary meaning arising via reanalysis (Hopper and Traugott 1993, 2000) from its occurrence in such grammaticalized constructions. It is “alternative” in proposing an underlying semantics for *mono* variant from those claimed in past studies (e.g., Fujii 2000). Structurally, **mono CCCs** are viewed as instances of a clause in the *rentaikei* (‘attributive form’) modifying the *keesiki meesi* (‘formal noun’) *mono* as a head noun, and followed by the clausal linkers *nara* or (*da*)*kara*, or the connective particles *de*, *no* or *o*, which in turn occupies the position of antecedent clause and is adverbially subordinated to its consequent, main clause:

[Adverbial Subordinate Clause ] [Main Clause]  
 [(Antecedent) CLAUSE<sub>1</sub><sup>attributive</sup> **mono**+*nara/dakara/de/no/o*], [(Consequent) CLAUSE<sub>2</sub>]

Based on *mono*’s uses as a bare noun equivalent to ‘thing(s)’, as well as its wide range of grammatical and interactional usages as a discourse modal in Modern Japanese, it is hypothesized that *mono*’s semantics primarily signals a “physically perceived/unrationalized” existence when it takes on a referential reading. When *mono* occurs in the **mono- CCC**, however, where it takes on a non-referential (modal) reading, its meaning is metaphorically (e.g., SPACE > TIME) and metonymically (e.g., existence = truth/obligation, unrationalized = unindividuated/uncontrollable) extended so as to signal that the event/situation named by the **mono CCC**-marked clause is one lacking in individual (human) agency, and that the diffusion of speaker agency—and thus, of control and responsibility—underlie the discourse intents of **mono CCC** employment.

In support of these claims, a contextualized analysis of 120+ **mono- CCC**tokens collected from authentic Japanese spoken and written data is presented to illustrate how the semantic and pragmatic effects conveyed by these constructions are born out in actual discourse.

## Yin Shan Yuen,

### *A Study of Decision-making in Formal Meetings*(lecture)

Many studies of meeting talk using a conversation analysis (CA) approach draw on data from European and English-speaking countries. However, literature on this area using Cantonese data is still limited.

This paper concerns the decision-making process in meetings among professionals of a medical laboratory in Hong Kong. The data are audio recordings of meetings collected in a period of five months. These meetings are classified into two big types: irregular meetings in which different working teams in the laboratory report their work progress or problems encountered; and weekly meetings in which participants discuss the preparation work for the accreditation of the laboratory. The data are then transcribed and analysed. Conversation analysis was employed as the research methodology, by which talk-in-interaction is studied on a turn-by-turn basis. This micro-analytical approach examines the structure of dynamic interaction by investigating authentic data.

The analysis focuses on the different stages of the decision-making process, including the identification of an issue to be discussed, the negotiation among the participants, as well as the formulation of a final decision. Huisman (2001) stated that what counts as a decision depends on the culture of a team. By investigating the structure of how decisions are made, this presentation tries to figure out if decisions can be found in the design of turns instead of highly dependent on culture.

Preliminary results shed light on some characteristics in the decision-making process. Whether a decision is made explicitly may be related to the nature of the issue and explicate decisions are identified in the data. In circumstances where a decision is not explicitly made, data shows that participants in the meetings are aware of it. Turn design may give hints on the indication of reaching a final decision.

## Raffaele Zago,

### *The Pragmatic Functions of Vocatives in a Corpus of British and American Films*(poster)

My poster will focus on the pragmatic functions of vocatives in a corpus of American and British films. Following a path traced by McCarthy and O’Keeffe (2003), Rendle-Short (2007), Kerbrat-Orecchioni (2008), and Clayman (2010), I will show that, although the summoning and addressee-disambiguating functions of vocatives are the most basic and at the same time the most easily identifiable via introspection, vocatives are typically used in contexts where it is not necessary to specify who the addressee is or to summon his/her

attention. In particular, (1) vocatives tend to concentrate in adversarial environments, that is, in exchanges where the two participants display oppositional stances on the issue they are discussing. Audiovisual language seems to share adversarial vocatives with or to ‘borrow’ them from the genre of political debates. The function of adversarial vocatives is to strengthen the assertiveness of the characters (foregrounding function) and to foster dialogical interactivity, thus contributing to an absorbing development of the plot. Moreover, (2) vocatives are frequently inserted into formulaic sequences (e.g. greetings, compliments, ritual offers, thanks, apologies) which function as positive face boosters, and thus represent an important component of the formulaic, phatic, interactive routines which characterise both spoken language and audiovisual language. Finally, (3) vocatives often act as mitigators, i.e. pragmatic downtoners of potentially face-threatening acts.

After having emphasised the chameleon-like nature of vocatives, i.e. the fact that they can contribute to increase or diminish the force of a speech act depending on the context and on the position in which they occur, and after having pointed out that the same vocative can simultaneously perform more than one function, I will propose to enrich McCarthy and O’Keeffe (2003)’s functional classification of vocatives with an ‘argumentative address continuum’ going from mitigators to offensive address. The continuum approach may prove useful to provide a subtler description of vocatives, i.e. a dynamic description capable of identifying nuances of meaning in the use of certain vocatives and of taking into consideration categories neglected by McCarthy and O’Keeffe.

Clayman S. E. (2010): *Address terms in the service of other actions: The case of news interview talk*. In: *Discourse & Communication*, May 2010 4, pp. 161-183.

Kerbrat-Orecchioni C., (2008): *Le fonctionnement des termes d’adresse dans certaines situations de parole publique (petits commerces, débats médiatiques)*. In: Bosisio C. et al.: *Atti del 7° Congresso dell’Associazione Italiana di Linguistica Applicata*, Milan, 22-23 Febbraio 2007, Perugia, Guerra Edizioni, 67-88.

Leech G. (1999): *The distribution and function of vocatives in American and British English conversation*. In: Hasselgård H., Oksefjell S.: *Out of Corpora. Studies in Honour of Stig Johansson*. Amsterdam, Rodopi, pp. 107-118.

McCarthy M. J., O’Keeffe A. (2003): *What’s in a name: vocatives in casual conversation and radio-phone-in calls*. In: Leistyna P., Meier. C.: *Corpus analysis: Language structure and language use*. Amsterdam, Rodopi, pp. 153-185.

Rendle-Short J. (2007): *Catherine, you’re wasting your time: Address Terms within the Australian Political Interview*. *Journal of Pragmatics*. 39: 1503-1525.

## **Chiara Zamborlin,**

### ***Young Japanese Perception of Communication Strategies in Italian Lovers’ Talks***(poster)

In my presentation I shall illustrate preliminary findings of a qualitative study based on the responses I obtained through a questionnaire conducted with the students who attend my class in intercultural communication at Nagoya University of Arts in Japan. The questionnaire, administered in Japanese, included multiple-choice and open-ended questions.

After viewing an episode from an Italian movie, *Manuale d’amore* (The Manual of Love), by Giovanni Veronesi (2005), which I showed with Japanese subtitles, the students were asked some questions. The movie, which was a hit in Italy, is a typical contemporary Italian comedy featuring popular actors. The portion of the movie I focused on is “L’innamoramento” (Falling in Love). It tells the story of an ordinary Italian boy, Tommaso, who one day meets a girl named Giulia in Rome by accident. On Tommaso’s part it is love at first sight. For most of the plot, we witness Tommaso’s naïve strategies to approach Giulia, who overtly avoids him. At the end, though, the girl is conquered by Tommaso’s frankness and eventually the two get married.

I have been using this movie in my classes with the purpose of showing the students an example of how young Italians may be expected to communicate their feelings when matters of love are concerned. To my surprise, despite showing a genuine interest in the story, which in general was considered hilarious and intriguing, many students admitted that they felt rather uncomfortable (“*iwakan ga kanjiru*,” “*kimochi ga warui*,” “*kowai*”) with the “straightforwardness” of the protagonists, especially with Tommaso, whom the student perceived as extremely assertive and somewhat harassing. As for Giulia, the students were amazed by the explicitness of her refusals.

Based on the results of the survey, I developed a research hypothesis from which the present research set off: in some circumstances (such as those featured in Veronesi’s movie), the Italians may be perceived as too direct by the young Japanese. This mismatch stems from different cultural values operating in rapport. By unfolding these values we can understand cross-cultural variations in frames. The concept of ‘frame’ I refer to in this study is in line with Pizziconi (2009: 323), who defines it as a “structure of expectation,” which depends on “conventionalized modes of participation.”

Although my research has a limitation of analyzing excerpts of discourse extracted not from real life but from a fictional text, I believe that it has some pedagogical implications. In this respect, I shall indicate that Habermas’ (1984) pragmatic theory of meaning appears to provide valuable insights into the study of the phenomenon more deeply. In Habermas’ (1984: 273-337) view meaning rests on reasons, and interlocutors can find a way to make sense of those reasons by reaching a mutual understanding (*Einverständnis*, cf. Habermas 1984: 287). Accordingly, I propose that the cross-cultural values operating in frames would disclose reasons that validate

cross-cultural variations in communicative styles.

Habermas, Jürgen (1984). *The Theory of Communicative Action*. Vol. 1. Thomas McCarthy (ed.). Boston: Beacon Press.

Pizziconi, Barbara (2009). Stereotyping communicative style in and out of the language and culture classroom: Japanese indirectness, ambiguity and vagueness. In: Gómez Morán Reyes, Manuel Padilla Cruz, Lucía Fernández Amaya and María de la O Hernández López (eds.), *Pragmatics Applied to Language Teaching and Learning*. Cambridge: Cambridge Scholars Publishing: 221-254.

**Wei Zhang, Angela Chan, Olga Zayts, Mary Tang, & W.K. Tam**

***A study of discourse of professionals in a medical laboratory in Hong Kong***(lecture)

Many workplace activities are achieved through talk. It is not surprising that there is a growing body of literature on interaction through talk at workplace in various settings (e.g. business, clinical, educational, etc.). However, research on interaction between professionals in laboratory settings in the context of Hong Kong is limited.

Drawing on more than 20 hours of audio-recorded interaction between a supervisor and his subordinates, supplemented with interviews and workplace observation, the paper explores interaction patterns between professionals in a medical laboratory in Hong Kong from a conversation analytic perspective. We particularly focus on the sequential structures and linguistic strategies in directive sequences issued from/to the laboratory supervisor to/from his subordinates.

We broadly define a directive as an act to get someone to do something. While a directive may be delivered in one single utterance, it is not uncommon to see a directive being sequentially constructed. A directive sequence may include a pre-sequence, the directive turn (which may not be explicitly uttered), information and clarification requests, explanations, and detailed instructions. Moreover, while our data supports what has been reported in the literature that people of high status tend to give a directive in more direct and less polite forms, it seems that at the workplace under investigation, it is also acceptable for the subordinates to use direct and not mitigated forms when requesting the supervisor to do something for them. Participants' choice of linguistic strategies in giving directives is closely related to the context embedded in the interaction and is the result of negotiation between the interlocutors. The paper has implication for applying conversation analysis to the study of workplace interaction and brings insights into the norms of interaction between laboratory professions in Hong Kong.

**Shaojie Zhang, He Ming**

***Re-conceptualizing the Chinese concept of face from a face-sensitive perspective - a case study of a modern Chinese TV drama***(lecture)

The present study adopts a new approach to face-analysis, originally proposed by Spencer-Oatey (2007:639-656) in light of identity theories, to analyze and re-conceptualize the Chinese concept of face based on data collected from a modern Chinese TV drama. The results reveal that *miànzi* in Chinese culture is inherently associated with the respectable identity and/or status that an individual establishes, and many Chinese *miànzi* phenomena can be explained and understood in terms of people's attributes or characteristics from a *miànzi*-sensitive perspective on identity theory. Its findings also indicate that Chinese people tend to be *miànzi*-sensitive about those attributes or characteristics foregrounded in social interactions of their own, as well as those of their family members, close friends, colleagues, and social groups. Based on these categories of *miànzi*-sensitive factors, this paper concludes that the Chinese concept of face, as a holistic term, can be categorized as individual, relational, and group *miànzi*.

**Wuhan Zhu,**

***Managing Rapport in Chinese and English Requestive Emails to University Instructors***(lecture)

This study aims to investigate and compare rapport-management strategies in Chinese and English email requests from social, intercultural and pragmatic perspectives. Specifically, it explores how Chinese and British postgraduate students build, maintain or strengthen harmonious relationship with their university instructors when making email requests. A corpus of 125 emails (65 in Chinese and 60 in English) were collected and then analyzed within a framework drawing upon Swales (1990, 2004) and Blum-Kulka, House, & Kasper (1989). Specifically, the structure moves and the requestive strategies were identified and compared between the two groups. Hall's (1976) high-and low-context cultures and Spencer-Oatey's (2003) social-pragmatic interactional principles (SIPs) have been incorporated to explain the research findings.

The result of this research supports the previous finding that Chinese indirectness in polite request is manifested at the discourse level, i.e., the Chinese student structure their request messages in an indirect sequence, but the linguistic forms they use to realize their requests are more direct. Furthermore, English and Chinese requestive emails have different move preferences. For example, more headlines and postscripts are employed by English students, while a signature with the functions of self-introductory and managing rapport is only found in Chinese

emails. The moves in Chinese emails are more closely geared to the purpose of relationship building, which aligns with Hall's view of the importance of relationship building in high-context culture.

In general, it was found that Chinese email requests share some similar rapport-management strategies with English emails, possibly as the result of globalization. The Chinese students have similar Sociopragmatic Interactional Principles, especially concern for clarity of the emails, to the English students. However, differences in the rapport-management strategies stem from immediate contextual factors and underlying sociocultural principles. Differences were also observed in students' judgements: Chinese students treated email requests like formal letters while English students treated them much less formally.

This study exposes a fuller picture of the cultural differences and pragmatic contextual variables inherent in making requestive emails. By integrating the other domains such as discourse, participation and stylistic domains in the analysis, this study goes beyond the treatment of the illocutionary domain of rapport management.

Blum-Kulka, Shoshana, House, Juliane, Kasper, Gabriele, (1989). *Cross-cultural Pragmatics: Request and Apologies*. Ablex, Norwood, NJ.

Ehrman, M. (1998) The learning alliance: Conscious and unconscious aspects of the second language teacher's role. *System* 26(1), 93-106.

Hall, E.T. (1976) *Beyond Culture*. Garden City, NY: Doubleday .

Ramsay, G. (2005). Computer-mediated communication and culture: a comparison of "Confucian heritage" and "Western" learner attitudes to asynchronous e-discussions undertaken in an Australian higher educational setting. *E-learning* 2(3).263-275.

Spencer-Oatey, Helen, (2000) *Culturally Speaking. Managing Rapport through Talk across Cultures*. Continuum, London.

Spencer-Oatey's (2003) Explaining cross-cultural pragmatic findings: moving from politeness maxims to sociopragmatic interactional principles (SIPs). *Journal of Pragmatics* (35)1633-1650.

Swales, J. (1990) *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

## **Gudrun Ziegler, Natalia Durus**

### ***Turn-initials in classroom discourse: "Turning out" as learners' participation devices*** (lecture)

The present study deals with systematic instances of specific turn-initials as observable in learner-teacher communication involving E(nglish as a)F(oreign)L(anguage) and E(nglish as) L(ingua) F(ranca). Learners' "turning out" of the teacher's projected agenda is tangible from the way she designs the turn preceding the learners' action. The collection of "turn out" sequences emerged from the analysis of learners' ways of "doing English" in the interE corpus (international English), a corpus (audio-taped, transcribed) where English is used as the language of instruction in non-language focus classrooms. Here - as has been argued elsewhere (Ziegler 2008) - learners engage in complex activities, dealing with the teacher's displayed agenda and available instructional modes as enacted by the teacher in ways, which actually go beyond the practices of classroom discourse.

Our first interest is on the what the learner doing at this particular moment within the course of classroom interaction, how is s/he accomplishing this action and how can these action be understood in line with the over all classroom interaction.

Whereas this first interest is specifically on the learners and their action, the second interest of the paper is on English as a lingua franca within schooling (formal and informal) settings as becoming more and more frequent in international schools and as being opposed to English as a foreign or - (formally) taught - second language.

The learners use turn initials as resources (Ziegler, 2008) for accomplishing such "turn outs" in sequentially relevant positions. Therefore, learners not only seem to a) create their own undiscussed but enacted way of dealing with the language (Oxford & Rang Lee, 2007) but also to b) construct an ELF interaction (rather than an EFL classroom, Firth 1996) where interactional means are used as a resources to i) negotiate participation, ii) orient to sequential projections and iii) self-select turn initiations beyond classroom practices. In describing such an action, we could relate with other phenomena described in the literature of the field: side sequences (Jefferson, 1972), negotiation (Pica, 1994), negotiation cycles (Nakahama et al., 2001), counter-questions in ZIT (Markee, 2004), and reversed discourse roles (Kasper, 2004). Drawing from recent discussions on perspectives of 'language learners' as opposed/related to 'language users' (Hellermann, 2008; Durus 2009), the present research uses the methodological tool of Conversation Analysis. The study points specifically to the interactional resources which allow learners to "do the language" in and as interaction rather than follow or react to pre-designed classroom-allocations. Three perspectives have been developed with regard to the aforementioned instances of turnout participation: How can these kinds of participation be best described from a conversation analysis point of view? Which resources (and systematic within/between resources) can be identified? Finally, the specific corpus, involving international English in a schooling context raises the currently discussed potential differentiation of EFL vs. ELF as being - above all - an interactional issue which is negotiated by the participants. The perspectives developed through the findings help to identify the participation resources for the

aforementioned phenomena and bring further insights into how a potential differentiation may arise between EFL and educational ELF contexts from an interactional viewpoint.

**Jan Zienkowski,**

***Rearticulating everyday discourse in interviews on political engagement: Interpretive logics and the metapragmatics of identity***(lecture)

This paper investigates the way intellectuals and activists with a Moroccan background report everyday language use within a framework that is relevant to their political engagements. They use metapragmatic markers to position themselves in relation to the discourse and practices of other actors in society (e.g. parents, peers, teachers, friends, political opponents and / or institutions wielding minority and/or majority discourses). Moreover, they are involved in the rearticulation of discourse(s) that originated elsewhere. Through the use of metapragmatic markers, individuals can highlight the mental processes with respect to language use that are relevant to their selves within a given context (see Blommaert 2005: 253; Verschueren 1999: 187-88) . Zienkowski defines the self as a reification of the processes that allow an individual body to (reflectively) position itself as a coherent and whole mind/body in relation to spatial, temporal, social, and (inter)textual aspects of (contextual) reality. Any of these relations may be indexed by means of metapragmatic language use (Verschueren 1999) . The author argues that linguistic markers of metapragmatic awareness provide a useful entry point in the analysis of the interpretive logics (see Glynos and Howarth 2007) constitutive of the politics and discourse of the intellectuals and activists under discussion. Metapragmatic markers provide clues as to how they argue for a preferred mode of ethics and politics. The claims in this paper will be illustrated by examples derived from transcribed interviews with intellectuals and activists with a Moroccan background in Flanders. These illustrations exemplify the importance of metapragmatic awareness for the construction of a more or less coherent and politicised self in relation to a reality that provides a staggering multiplicity of possible identifications. The investigated markers include hedging (see Hyland 2000; McLaren-Hankin 2008) and various forms of rearticulated or reported speech (see Coulmas 1998; Daryl Slack 1996; Holt 2009; Howarth 2004) .

**Elisabeth Zima, Kurt Feyaerts**

***Managing audiences and intersubjectivity in Austrian parliamentary debates***(lecture)

Following Clark's (1996) model of participant roles, multi-party interaction may involve three levels of participants: 1) speaker and hearer as primary agents of the conversation, 2) side participants, who are recognized as participating in the conversation but are not currently addressed, and 3) overhearers, who are present and may be listening in but have no right to interfere. Overhearers come in two types: bystanders, i.e. everyone openly present but not part of the conversation, and eavesdroppers who are listening in secretly so to speak, without the speaker being aware of it.

The present contribution addresses the issue of participant roles and their consequences for the interaction of a speaker and (all types of) addressee(s) in a genre where participant roles are assumed to be blurred: parliamentary debates (Kühn 1983, 1995; Burkhardt 2004, Ilie 2010, Zima et al. 2010). Potential participants for that particular genre are e.g. MPs in and outside the plenary hall, the government, stenographers, journalists, visitors, the electorate etc. However, whether MPs consider all these potential audiences as addressees of their speeches at all times or rather whether they selectively address different audiences (one by one) and how they mark this transgression between different (groups of addressees) is still unclear.

Relying on both sociolinguistic research on audience design (Bell 1984, 2001) and cognitive-linguistically inspired research on intersubjectivity (Tomassello 1999, 2003; Verhagen 2005, 2008), we explore how in telecasted as opposed to non-telecasted parliamentary debates, speakers' awareness of the public as a non-present overhearer affects their linguistic and per extension multimodal behaviour.

We carried out a corpus study on 5 MPs delivering speeches in the Austrian National Council on two days (24.05.2007 and 08.11.2007). While the debate from May 2007 was broadcasted on the Austrian television, the debate from November was not telecasted, so that the possibilities for the public to track the debate were much more restricted (visiting plenary hall, reading stenographic protocol, reports in the media). In this paper, we report on the findings of this corpus-study, elucidating the observed differences in means of referencing (verbal means, deictic gestures, gaze, posture), formality (constructions of spoken German, modal particles, Ah- and Äh-particles) as well as rhythmic and prosodic features (speech rate, pitch, beat gestures). We show that MPs do indeed change their speech style in telecasted vs. non-telecasted speeches. Accordingly, as style is a matter of audience design ( Bell 1984), we argue that MPs must perceive their audience as being fundamentally different (the public as overhearer) in the two settings and therefore adjust their style accordingly.

Based on the findings of this qualitative data-study, in a more theoretically oriented part of the paper, we present arguments in favour of what we call *dynamic intersubjectivity*. We show that in multi-party interaction, the simultaneous modelling and management of different perspectives (subjectivities) of groups of addressees with different shared knowledge bases (e.g. MPs in parliamentary debates vs. journalists vs. the public) requires interlocutors' constant updating of multiple layers or channels of intersubjectivity. In this vein, and in an attempt to bridge the gap between sociolinguistically oriented research on audience and recipient design and a cognitive-

linguistic account of intersubjectivity, we present a preliminary version of a model of intersubjectivity as dynamically evolving at different layers of interaction.